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ABSTRACT

This curriculum guide on human development and the family is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to incorporate the concepts of human development and family living into relationships with adults, peers, and children within the family and society); four suggested program goals (e.g., the student will be able to use knowledge of the family to promote effective family functioning); fifty-three suggested course goals (e.g., the student will be able to analyze family-member roles); and over 550 suggested learning experiences (e.g., analyze your own family by listing the roles and responsibilities of each family member as you perceive them to be, interview one adult member of your family to find out what roles and responsibilities he or she feels each family member has, and compare your list with the adult list, noting differences and similarities). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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HUMAN DEVELOPMENT

&

THE FAMILY

Verne A. Duncan
State Superintendent of Public Instruction
Oregon Department of Education
Salem, Oregon 97310
1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

The following teachers attended a workshop in February 1978 at Oregon State University to provide input to this guide:

Dolena Eilertson	Gresham High School
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Kathy Sansone	Sprague High School (Salem)
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Connie Tarasawa	Beaverton High School
Ginny Teemer	Medford High School

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Virginia Davies	Salem Public Schools
Rosena Feller, Secretary	Canby High School
Ruth Hockersmith	Medford Senior High School
Linda McKenzie	South Albany High School
Paulette Perfumo	Springfield Junior High School
Krista Six	Gresham High School
Elma Shuck	Madison High School (Portland)
Helen Sullivan, Chair	Hillsboro Senior High School

Pauline Goodwin
Specialist, Home Economics Education

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INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

delineating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

planning and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. *(Individual & Family Resource Management)*

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. *(Nutrition & Foods)*

Students will be able to make textile and clothing decisions which meet individual and family needs. *(Textiles & Clothing)*

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. *(Living Environments)*

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. *(Human Development & the Family)*

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (four of them) and SUGGESTED course goals (53 of them) for realizing the fifth SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 550 of them) thus merely *may* be ways to realize 53 course goals, four program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

HUMAN DEVELOPMENT & THE FAMILY

District Goal Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society.

page

Program Goal The student will be able to use knowledge of the family to promote effective family functioning. 7

Course Goals The student will be able to

describe universal functions of the family. 9

summarize types of family organizational patterns in the U.S. and other countries. 10

analyze family-member roles. 11

assess relationships between family organizational patterns and family-member roles. 12

analyze the role of culture in family traditions and interaction patterns. 14

analyze the interdependence among the family, community and society. 16

evaluate changes in the family over the life cycle. 18

analyze the roles and responsibilities of parents in a family. 19

suggest ways to establish and maintain good relationships with parents and other significant adults. 20

suggest ways to establish and maintain good relationships with siblings. 21

suggest ways to establish and maintain good relationships with older family members. 22

suggest ways to promote effective family communication. 24

summarize ways in which families can share and cooperate to achieve mutual goals. 26

describe special problems (e.g., divorce, alcoholism, disease, death) which occur in families and ways of coping with them. 27

describe community resources available to help families achieve goals and seek solutions to problems. 29

Program Goal The student will be able to relate knowledge of adult roles to self and readiness to assume them. 31

Course Goals The student will be able to

describe the physical, social and emotional development of adolescents and adults throughout life. 33

describe the ways in which personality and self-concept develop and change throughout life. 35

describe the impact of self-concept and personality on relationships with others. 36

suggest strategies for developing and maintaining a positive self-concept and personality. 37

describe the nature of values, goals and philosophies of life and their significance in human interaction. 38

identify personal values, goals and philosophy of life. 39

describe the characteristics of an emotionally mature person. 40

describe the significance of friendships and ways they can be developed and maintained. 41

recognize the role of dating in developing interpersonal relationships. 42

describe the nature of adult roles and living patterns. 43

summarize factors which influence selection of a marriage partner. 45

suggest ways of determining readiness for marriage. 46

summarize the laws and customs associated with marriage. 47

assess the factors involved in successful marriages. 48

suggest ways of determining readiness for parenthood. 50

describe changes which occur in adult roles as a result of parenthood. 51

suggest ways to establish positive adult relationships with children. 52

suggest ways of ensuring that the later years of life are satisfying ones. 53

Program Goal The student will be able to use knowledge of human growth and development to provide effective care and guidance for children in the family setting. 55

Course Goals The student will be able to

describe the reproductive process and the principles of heredity. 57

assess the relationship between prenatal care and the health of mother and newborn. 58

describe the stages of prenatal development and childbirth. 59

summarize the physical, social and emotional adjustments associated with pregnancy and childbirth. 60

describe both the nature and causes of hereditary and environmental influences associated with pregnancy and childbirth and the steps which can be taken to prevent or minimize or optimize them. 61

summarize the developmental principles and patterns associated with the physical, social, emotional and intellectual growth of infants and young children. 62

describe ways of meeting the physical needs of infants and young children. 65

describe ways of meeting the social, emotional and intellectual needs of infants and young children. 66

describe ways of helping children learn through play. 68

analyze the concepts of guidance and discipline and their relation to the development of a healthy, happy and well-adjusted child. 70

describe special situations (e.g., adoption, single-parent families, neglect, physical abuse, physical/mental handicaps, illness, accidents) that may be associated with parenting and ways to cope with them. 71

suggest ways parents can promote the health and safety of children. 73

describe community resources available to help families with children. 75

describe procedures which are likely to result in babysitting experiences mutually satisfying to parents, children and babysitters. 77

recognize functions of family planning. 78

Program Goal The student will be able to evaluate career and training opportunities available in the area of human services. 79

Course Goals The student will be able to

describe specific occupations in the area of human services and factors which affect their availability. 81

describe ways of securing the training necessary to enter and advance in careers related to human services. 83

analyze requirements for entry into and success in occupations related to human services. 84

determine personal interests in and talents for occupations in the area of human services. 85

apply human services skills to other occupations. 86

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.

2. Select appropriate program and course goals.

3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.

4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.

5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 89.

6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests–supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Human Development & the Family and how is that to relate to Program Goals?

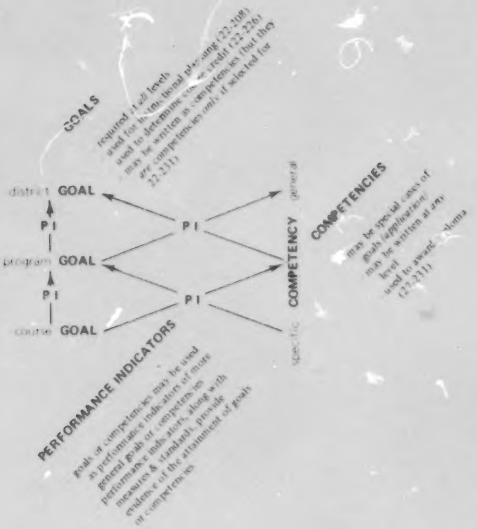
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write.* Districts assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for.*

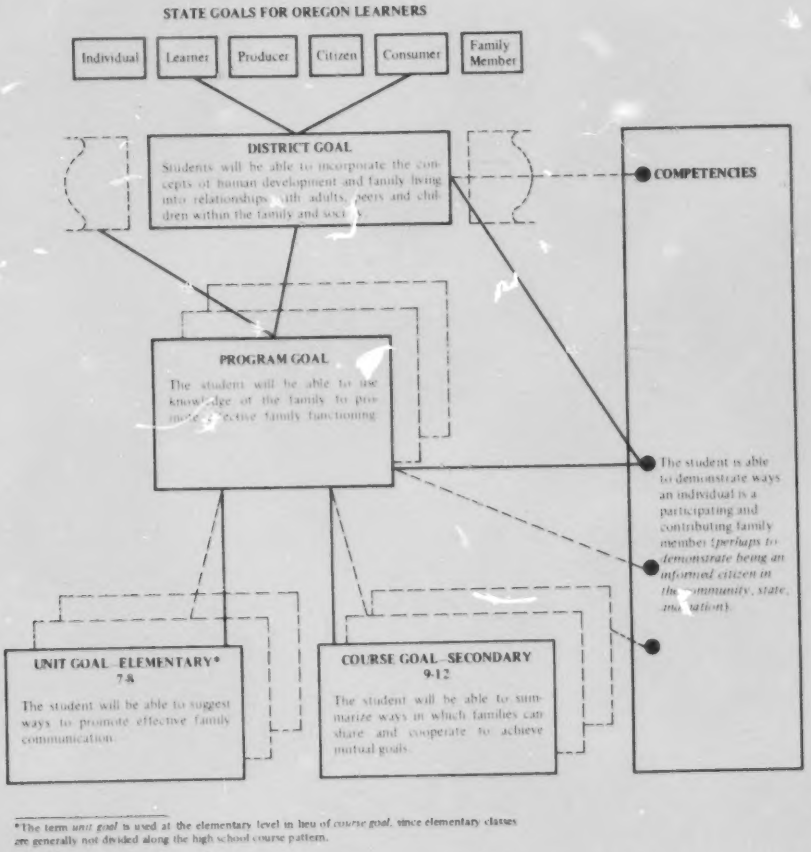
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Human Development & the Family—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.


GOALS
required at all levels
used for instructional planning (22-310)
used to determine course credit (22-226)
may be written as competencies (but they are competencies only if selected for 22-231)
district GOAL
PI
program GOAL
PI
course GOAL
PI
PI
COMPETENCY
general
specific
COMPETENCIES
may be special cases of goals (applies at any level)
may be written at any level
used to award diploma (22-231)
PERFORMANCE INDICATORS
goals or competencies may be used as performance indicators of more general goals or competencies
performance indicators, along with measures & standards, provide evidence of the attainment of goals or competencies

For example, in home economics:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society.
COMPETENCIES
PROGRAM GOAL
The student will be able to use knowledge of the family to promote effective family functioning.
The student is able to demonstrate ways an individual is a participating and contributing family member (perhaps to demonstrate being an informed citizen in the community, state, nation).
UNIT GOAL - ELEMENTARY* 7-8
The student will be able to suggest ways to promote effective family communication.
COURSE GOAL - SECONDARY 9-12
The student will be able to summarize ways in which families can share and cooperate to achieve mutual goals.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next four sections of this guide unfold SUGGESTED learning experiences as ways to realize 53 SUGGESTED course goals, four SUGGESTED program goals and one SUGGESTED district goal for HUMAN DEVELOPMENT & THE FAMILY.

SUGGESTED
PROGRAM GOAL

The student will be able to use knowledge of the family to promote effective family functioning.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe universal functions of the family.*

LEARNING EXPERIENCES	RESOURCES
Working individually, develop a list of the functions the family performs (e.g., provides physical care, meets emotional needs, socializes children). Using magazines, newspapers or art materials, create a poster or collage depicting these functions. Share collages, noting similarities in the functions all families perform.	125
Look through a daily newspaper to locate articles which directly or indirectly describe the functions families perform. Share articles and summarize by developing a composite list of functions for classroom display.	
View one or more television programs depicting a family or families. As you watch, record functions you see the families perform. Share findings in a class discussion, noting similarities. Compare these with functions your own family may perform.	
Imagine how the nation or world would be different if families did not exist. How would human relationships differ? What responsibilities would society have? What responsibilities would individuals assume? How would children be raised? What would be the role of the church, school, government? Share ideas in a class discussion by identifying functions families perform.	
Using a series of slides, pictures or drawings, show families and family activities from various cultures. In a class discussion, identify the similarities and differences of families in various cultures, and the functions of the family in each culture. Follow up by writing a paragraph about the functions of a hypothetical family.	27 230
Invite a person or a panel of guests who have lived or worked in another country to tell about family life in that culture. In a group discussion, identify similarities and differences between family functions in that culture and in the local culture. End by identifying information about American cultures that could be shared with those from other cultures.	
Working in small groups, research cultural aspects of families in different countries or of different ethnic backgrounds (e.g., Japanese-American, Chicano, Black, Native American). Share findings. In a class discussion, identify common functions of families.	
As a class, identify what may happen to individuals in a family when that family can no longer assume the responsibilities placed on it by society (e.g., a parent cannot provide physical care for an infant). In groups, identify ways different countries attempt to alleviate these problems. Share findings in a class discussion by focusing on similarities uncovered.	
After studying or discussing the functions families perform, organize a contest between groups of three or four to develop crossword, word-find, or word-scramble puzzles using terms which relate to the universal functions of the family (e.g., nurture, socialize, heritage, care). Guidelines for judging entries should be established beforehand and might differ for different kinds of puzzles. Examples include: correct definition given, relates to a family function, is spelled correctly. Judge puzzles and declare a winner or winners. Follow by compiling a puzzle pamphlet for future classes to use as they study the functions families perform.	
As a class, speculate about the future of family functions as we now know them. Working in groups, interview older members of your community to determine how basic family functions have changed over the years. Share findings by preparing a bulletin board titled "The Function of the Family: Past and Future."	203 208 228
Working in groups of four to six, study and discuss the topic "Children—an asset or liability to the family?" Groups may also wish to find out if attitudes and practices have changed over the years. Share information in a large group discussion, panel report or debate between groups.	198

SUGGESTED COURSE GOAL *The student will be able to summarize types of family organizational patterns in the U.S. and other countries.*

LEARNING EXPERIENCES	RESOURCES
Hold a class brainstorming session to develop a list of types of family organizational patterns (e.g., nuclear, extended, social, surrogate) and their internal structures (e.g., married with children, married without children, single parent). In small group study teams, investigate the characteristics of the identified patterns and structures. Share and compare findings in a class discussion.	7 211 151
Using magazine pictures or drawings, construct a bulletin board depicting family organizational patterns. Snapshots of class members and families might be placed under appropriate categories to aid in the illustration.	
Construct enough small signs naming various types of family organizational patterns found in the U.S. and other countries (e.g., nuclear, extended, social, surrogate) to provide one for each class member. Depending on class size, there may be duplications. Have another class member pin your sign on your back so you do not see which pattern you have. Attempt to identify your pattern by asking other class members yes and no questions about its characteristics (e.g., Do aunts and uncles live in these families? Do children live with their natural parents?). After you have identified your pattern, move to a designated area of the room with others who had the same pattern. Share questions you used to determine the pattern you had.	
After reading about the types of family organizational patterns found in the U.S. and other countries, work in groups to construct mobiles depicting the patterns. Label mobile parts (which should depict various family members included) and hang up for class viewing. Summarize by noting the differences among the patterns illustrated.	
Working in groups and using case studies describing specific families, determine the organizational patterns the families most likely represent. Share determinations in a class discussion by explaining how the various patterns were identified.	
Prepare a survey form and use it to interview fellow students or community members to identify family organizational patterns, including internal structures, which are present in your local area. Compile findings and prepare a summary chart illustrating numbers or percentages discovered.	
Divide into two groups, one for identifying the advantages and disadvantages of the nuclear family and the other to identify the advantages and disadvantages of the extended family. Share information in a class discussion. Follow by writing brief individual paragraphs describing which type of family you prefer and why.	
Invite one or more persons who live or have lived in an extended family to share their experiences with the class. Students who live in such a family setting might also share experiences with other class members. Summarize the characteristics of extended family living presented.	
Invite a person or a panel of guests who have lived in or visited another country to discuss family organizational patterns found there. Summarize by noting similarities and differences between the other countries' patterns and ones locally.	
View films or filmstrips and read articles dealing with the future of the family. List statements that express various views on future family organizational patterns. Choose one statement and write a short essay describing why you agree or disagree with it. Share essays in a class discussion.	365 364 174

SUGGESTED COURSE GOAL *The student will be able to analyze family-member roles.*

LEARNING EXPERIENCES	RESOURCES
As a class, identify words used to describe roles of family members (e.g., mother, father, sister, spouse). Using classroom resources, find definitions for each word and compile a "dictionary of family roles." Follow up by writing individual papers describing roles currently held in the family and roles expected to be held ten years from now.	123
Analyze your own family by listing the roles and responsibilities of each family member as you perceive them to be. Interview one adult member of your family to find out what roles and responsibilities he or she feels each family member has. Compare your list with the adult list, noting differences and similarities between perceptions.	
View a film or filmstrip about male and female roles. As a class, identify and discuss the meaning of the term "sex-role stereotype." Identify when and how sex-role identification is developed in children. Follow by suggesting ways to avoid sex-role stereotyping in children. End by discussing the impact of changing sex-role expectations on families.	305 306 342
View film: *Free to Be You and Me*. As a group, identify role expectations for boys and men, girls and women. Discuss whether role expectations for men or women are more rigid.	266
Invite a panel of women and men in nontraditional jobs and roles (e.g., male nurse, house spouse, female engineer) to discuss their reasons for job choice, problems encountered in their job, and reactions of other people. Follow by discussing the impact on families of nontraditional job choices.	
Suppose that you must replace the "house spouse" in a family. To find someone, an employment ad is placed in the newspaper. Individually or in small groups, compose such an ad. Compare ads, noting differences and similarities in expectations.	80 216
Working alone, think about the statement "Homemakers are an endangered species." Write a short essay describing whether you agree or disagree and why. Share positions taken in a class discussion or debate about the role and future of homemakers.	231
Arrange to interview several married couples of different ages to find out about the roles they assumed when they were first married and at various intervals thereafter (e.g., wife—employed outside the home only until children born, not employed outside the home, employed up to and soon after childbirth; husband—employed/not employed outside the home, helped with household duties when wife employed/not employed). Share findings in a class discussion noting differences and similarities in relation to the age of the persons interviewed.	
Invite a marriage or family counselor to discuss marital problems related to disagreement over husband and wife roles. Work in groups to develop and enact sociodramas related to family-member role conflicts. Example: A husband comes home from work, tired, hungry and in need of sympathy after a difficult day. He finds a rather disorganized house and no dinner prepared. His wife has been out campaigning for a local political candidate, and he becomes angry. She attempts to explain how women's roles are changing. Follow by discussing the impact of role expectations on marital success.	229
As a class, share examples of ways traditional family male and female roles have merged or overlapped in recent years. Speculate about future family-member roles by individually completing unfinished sentences such as: The husband of the future . . .; The wife of the future . . .; The marriage of the future . . . . Share completed sentences in a follow-up class discussion.	96

SUGGESTED COURSE GOAL *The student will be able to assess relationships between family organizational patterns and family-member roles.*

LEARNING EXPERIENCES	RESOURCES
Working alone or in small groups, select a possible family situation from a list (e.g., elderly person with invalid spouse; mother or father working and infant; single parent on welfare with preschool children; newly married couple both working). Choose one adult and identify responsibilities of each role. Follow by discussing the range of responsibilities adults may assume in life and how roles and responsibilities are often related to family organizational patterns.	371 193
Collect magazine pictures that illustrate family interaction and share them with the rest of the class. Analyze each to determine whether any family-role expectations can be inferred and whether any evidence can be seen of family organizational influences that have determined each role. While analyzing the pictures, identify kinds of crises which might arise if any of the roles were to be misunderstood or presumed. Follow by using new understandings to identify role expectations in families with which you are familiar.	
Working in groups or as a class, develop a list of tasks that are involved in caring for a home and family (e.g., meal preparation, meal cleanup, shopping, child care, house cleaning, house repair, yard maintenance, budgeting, bill paying, clothing care). Working with a hypothetical family, develop a color-coded chart indicating who accepts responsibility for each task (e.g., yellow - mother, green - father, blue - older siblings, pink - younger siblings, orange - boys, purple - girls, red - you). Share and compare graphs in class and relate to attitudes about traditional and contemporary family organizational patterns and family-member roles. End discussion by identifying some of the advantages and disadvantages of rigid family-member role designations.	245
Write a short essay entitled "The Head of Our House" which describes who heads your household and why you think so. Share essays and tally head-of-household designations by family members (e.g., mother, father, mother-father, brother, sister, uncle, aunt). Follow by discussing the roles assumed by other family members in each type of household. Attempt to develop one or more explanations for the differences discovered.	
Arrange to interview members of families which have different organizational patterns (e.g., nuclear, extended, single-parent) about the roles they have assumed or are expected to assume (e.g., contribute income, care for children/siblings, prepare meals). Share findings in a class discussion.	
After investigating the relationship which exists between family organizational patterns and family-member roles, work in groups to prepare bulletin board sections depicting each organizational pattern and the roles which are most often and least often associated with them. Combine sections, noting similarities and differences displayed.	
Occasionally one sees a domineering female married to a condescending male (which may be regarded as a nontraditional family-role situation). As a class or in groups, share examples of family situations you have observed in which a female is the dominant member. Relate to the family organizational patterns which existed in these situations and develop one or more generalizations about the relationship between family-member roles and family organizational patterns.	
Hold a class round robin to identify roles which women are assuming today and roles which men are assuming today. Place in two categories, traditional and nontraditional. Using the identified roles, write a short essay describing how you feel each will change in the next five, ten and 20 years, as well as how these changes may affect family organizational patterns. Share essays in class, comparing speculations.	123
Invite a widowed or otherwise displaced homemaker to discuss the changes and problems which occurred as a result of the change in family organizational patterns. Ask about ways this person has adapted to the new situation and coped with the related problems. Summarize by suggesting ways persons can prepare for role changes which may occur as a result of a change in a family organizational pattern.	148

Survey several single parents in your community to determine the nature of each family member's roles, including tasks they are expected to perform by age and sex. Compile findings by developing a chart depicting roles assumed according to the sex of the parent and the age and sex of the children in the family. Summarize by relating findings to a discussion concerning the effect of family organizational patterns on family-member roles. 193

SUGGESTED COURSE GOAL *The student will be able to analyze the role of culture in family traditions and interaction patterns.*

LEARNING EXPERIENCES	RESOURCES
Interview an adult member of your family (e.g., parent, grandparent, aunt, uncle) to discover cultural and ethnic background. Inquire about family traditions related to holidays, birthdays or other special events. Share information in a class discussion. Identify similar and different traditions of class members. Determine if similarities or differences can be attributed to events in local history such as a particular religious or ethnic group getting together or a particular historic event. Follow by writing a brief paragraph describing family traditions you would like to continue or change, and why.	67 21
Working in groups, investigate the lifestyles and social customs of different cultures. Consider factors such as choice of mate, courtship patterns, marriage traditions, age at marriage, divorce practices, family structures, handling of death, role of the elderly. Present life situations (e.g., courtship, marriage, divorce) for the rest of the class to illustrate what you learned. Compare the different cultures represented and summarize by generalizing about the role culture plays in determining family traditions and interaction patterns.	116 108
If your community has a traditional community-wide event or tradition, invite a member of the sponsoring group to share its history and describe how family groups are involved. Discuss the benefits for the community and families in the community.	
Locate several magazine or newspaper articles dealing with culturally significant events or traditions (e.g., Passover, Octoberfest, St. Patricks Day, Christmas). Share findings by creating a bulletin board for school or classroom display. Follow up by inviting members of various cultural groups to discuss, display or demonstrate ways these traditions are carried out.	
Working in groups, select a culture and identify terms used to describe family member roles and traditions (e.g., Chicano - machismo, palomillas, compadres, primos hermanos; Japanese - ga-man, oya-koko, Issei, Nisei). Share findings by constructing a word puzzle, game or quiz to administer to fellow classmates. In reviewing correct answers, discuss how each term relates to family traditions and interaction patterns of the culture.	
Ask a history or social studies teacher in your school if your class might work with a social studies or history class to investigate historical events significant to various cultural groups (e.g., Blacks–slavery; Chicanos–1942 "Sleepy Lagoon" case, Los Angeles; Japanese–relocation camps). After investigating the backgrounds, use research, interviews and speculation to identify ways the historical events may have affected family traditions and interaction patterns. Share findings in an interdepartmental or school symposium.	235 234 207 152
Working in groups, and enlisting school assistance, develop "culture event calendars" for next year by identifying dates which have special significance for a particular cultural group and marking them on a year-long calendar. If you wish, prepare duplicate copies of the calendars to distribute or market in your school or community. (A similar but less time-consuming activity might be the preparation of a single calendar related to a particular culture with class groups each preparing one month.)	168
After investigating the family traditions and interaction patterns characteristic of various cultures, play "culture baseball" to review them. The game proceeds as follows: Class divides into two teams with the teacher or a designated student serving as "umpire." Team members (batters) are asked questions about which traditions and interaction patterns are characteristic of various cultures and vice versa (e.g., Name a culture in which sons frequently assume a parental role in relation to their sisters). Each team is allowed three "strikes" (attempts to answer) with one attempt given each team member. Batters must bat in a pre-established lineup order. If the question is answered in three tries, the team remains "up" (gets to attempt another question), otherwise the other team comes to bat. A correct answer on the first try is a home run; on the second try a double; and, on the third try, a single. Progress around the bases may be recorded on a magnetic board or chalkboard diamond. Games may be limited to a certain number of innings or to a number of points which must be reached.	

Locate poems, cartoons, pictures or articles which illustrate or describe various family traditions and interaction patterns. Share in class and categorize according to the cultural group(s) with which each is associated. Use what you learned to develop one or more generalizations about the role culture plays in determining family traditions and interaction patterns.

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SUGGESTED COURSE GOAL *The student will be able to analyze the interdependence among the family, community and society.*

LEARNING EXPERIENCES	RESOURCES

In a class round robin, identify ways families interact with the larger community (e.g., depend on fire/police protection, depend on jobs provided by industry, provide labor, pay taxes). Working in groups, use the ideas generated to develop a picture/word documentation of the interdependence which exists between family, community and society. If you wish, place documentations in a class notebook for use by other classes in your school.

Arrange to attend a school board or city council meeting. While there, note decisions made that may affect the family (e.g., school board decision to start school earlier/later in the year or earlier in the day or a decision to assess class fees). Share observations in class by relating to the effect of community functioning on the family.

Invite a speaker from the Chamber of Commerce to discuss what might happen to the community if its largest employer had to cease operation. Also, explore the interdependence between business and industry and laws which govern their operation. Discuss or compose an essay about the ways business affects families in a community.

Watch the newspaper and collect articles describing the passage of local, state or national laws which may affect the family. Share articles in class. If possible, invite an attorney or legislator to discuss the implications of one or more of these laws. Summarize by developing statements which describe the effect of the larger society on the family.

Select a current national concern which may affect families (e.g., energy use, inflation). Work in groups to research governmental actions which have been taken or are being contemplated to deal with the problems. Summarize the effect or likely effect of each on the family. Share findings in a class discussion. Follow by suggesting ways families may affect national well-being with actions they could take in relation to each of these concerns. — 215, 202, 213, 212

Locate and read articles dealing with issues and concerns related to world population. Share in class by discussing steps families and societies can take to deal with these issues. Summarize by identifying ways in which the actions of each would affect the other. — 194

Hold a class brainstorming session to develop a list of historical eras or periods (e.g., Graeco-Roman, Middle Ages, Reformation, Renaissance, Victorian, Twentieth Century). Work in groups to investigate the social conditions associated with the periods (e.g., agrarian, industrial, home-centered, plague-ridden). Share findings with the class, discussing how these conditions probably influenced family form and interaction patterns.

After learning about the functions families perform, investigate and debate the following questions: — 205

- Are institutions taking over the role of the family? — 71
- What are the pros and cons of institutional involvement in family affairs? — 118
- Are cultural changes causing changes in family functions?
- Should family functions change as society changes?

Attempt to reach a consensus on the questions or, if that is not possible, agreements to disagree.

Interview married couples from several different age groups to identify characteristics of their marriage and family relationships. Questions might include those similar to the following: — 197

- How did they meet, and what were the conditions of their courtship?
- How did they decide whether to have children, and, if so, how many?
- How many times have they moved?
- What has been the working pattern in the marriage?
- What is the biggest change they have seen in family relationships?

Compile results in class, noting differences and similarities between age groups. Identify aspects of social change illustrated and discuss their influence on marriage and family relationships.

View *Future Shock*. Discuss implications for families, communities and larger groups. Suggest ways to help individuals and families lessen stress caused by changes in technology. 267

Invite a person or panel of guests who are familiar with one or more foreign countries to discuss ways the family depends on the community and the larger society in those countries. Ask about ways the community and society affect the family in those countries too. Compare with the situation in the U.S., noting similarities in the interdependence among the family, community and society.

SUGGESTED COURSE GOAL *The student will be able to evaluate changes in the family over the life cycle.*

LEARNING EXPERIENCES	RESOURCES
Work as a class to brainstorm changes that take place in the family over the life cycle (e.g., addition of a new baby, unemployment or employment of father/mother, move to a new neighborhood, retirement). Divide then into groups and develop lists of the possible effects each of these changes might have on family relationships and responsibilities. Share ideas in a class discussion.	126
Find and bring to class cartoons or comics depicting families at various stages of the family life cycle. Divide class members and cartoons into groups (e.g., newly married pair; family with young children, with school age children, with teenagers; "empty nest"; retired couple) and identify changes evident in each stage from the cartoons. Use the cartoons to construct a bulletin board depicting the various stages of the family life cycle.	
Invite a panel of guests, one from each stage of the life cycle, to discuss similarities and differences between the various stages in roles and responsibilities. Summarize ideas presented in a follow-up class discussion.	
Take a field trip to a local senior citizen center or nursing home and talk with the older persons there. Ask them about the changes which have occurred in their families over the years, including the age at which they occurred. Share findings in a class discussion noting similarities uncovered.	
Develop a survey and use it to determine changes which have taken place in families in your community over the years. Try to include a number of different family ages or stages in your sample (e.g., young couple with and without children; family with teenagers/young adults; retired couple; widowed person). Sharing findings by constructing a composite community timeline or circular graph illustrating changes in the life cycle by age at which they occur or number of years between them.	
Pretend that you are 70 years old and have kept a diary of all the life-cycle changes you have experienced since you were 18. Summarize your diary in five- or ten-year intervals and compare with the diaries of others in your class.	
Working alone, identify changes which have taken place in a family during the past five years. Write a short essay describing changes you feel will take place during the next five, ten, 15 and 20 years. Share essays, noting similarities in life-cycle changes which take place in families.	
Using television programs about families as examples, identify various stages of the family life cycle and situations common to each stage. As a class, discuss whether television accurately portrays families in the different stages.	
Working in groups representing various stages in the life cycle, identify possible conflicts which may occur as a result of changing roles and responsibilities. Develop and enact for the rest of the class a sociodrama illustrating one of these conflicts. Summarize each by suggesting possible ways families can cope with these conflicts.	
Invite a family or marriage counselor to discuss problems which may occur in families who are unprepared for changes which take place over the life cycle (e.g., birth of a child, independence of children, retirement). Follow by identifying steps families can take to prepare for these changes.	

SUGGESTED COURSE GOAL *The student will be able to analyze the roles and responsibilities of parents in a family.*

LEARNING EXPERIENCES	RESOURCES
In one large or several small groups, brainstorm "what parents do." Then divide the functions into categories such as physical care, emotional support and financial responsibilities. Ask your parents what they identify as their roles. As a class, discuss various perceptions of the parental role. End by writing paragraphs beginning with "The ideal parent . . . ."	356
Invite a panel of parents to discuss what it's like to be a parent. If possible, ask parents with children of varying ages. You may wish to prepare questions regarding parental roles and responsibilities to submit to the panel beforehand. Summarize new insights gained in a follow-up class discussion.	
Identify differences in parental roles and responsibilities between one- and two-parent families. Discuss ways a single parent can cope with his or her responsibilities alone. Invite a single parent or a member of Parents Without Partners to identify the challenges single parents face. Summarize ideas presented in a follow-up class discussion.	
View one or more television programs depicting families. While watching, identify the roles and responsibilities assumed by parents in the families. Share findings by developing a class list of parental roles and responsibilities. Review the list and make additions based on what you know about the roles and responsibilities your own parents assume.	
Pretend you are 20 years older than you are today and that you have two children, a 6-year-old girl and 10-year-old boy. Write a short paper describing a difficult day you have had with one of your children. Share papers, identifying parental roles and responsibilities illustrated.	
Using available classroom and library resources, work in groups to estimate the costs of raising a child from birth to age 18. Share findings and summarize the financial responsibilities associated with parenthood. Follow by debating the statement: "A parent's financial responsibility ends when a child reaches age 18."	
View *War of the Eggs*. Summarize the causes of child abuse and possible preventions identified. Ask a mental health nurse or other concerned person to expand on what you learned by answering questions prepared beforehand. If you wish, further clarify steps parents can take to prevent child abuse by asking a representative of Parents Anonymous to discuss the function of that organization.	299
Invite an attorney or juvenile caseworker to discuss parental responsibility for child behavior. Summarize main points presented. Organize a class discussion or debate centered around the position: "Parents should be held responsible for their children's actions."	
Develop a questionnaire about assuming various child-rearing tasks (e.g., disciplining, helping with homework, feeding, clothing, tending illnesses, teaching manners, selecting careers). Use it to survey mothers and fathers in your community to determine the extent to which each assumes these responsibilities. The questionnaire might request simple yes and no answers or specification of number of hours spent per week. Compile findings in class, identifying differences and similarities between male and female parents.	
Complete one of the following unfinished sentences or ask parents to complete one of them: "A mother's role in childrearing is more important because . . . ." "A father's role in childrearing is more important because . . . ." "Both mothers' and fathers' roles are important in childrearing because . . . ." Share sentences in groups or as a class. Summarize by comparing differences between parent and student and male and female responses.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways to establish and maintain good relationships with parents and other significant adults.*

LEARNING EXPERIENCES	RESOURCES
Hold a class round robin to identify common areas of concern and conflict between parents and teenagers (e.g., choice of friends, clothing and hairstyles, money, privacy). Then, working in groups, attempt to establish why these are sensitive issues for both parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.	22 21 11 143 13
View *What Are Parents For, Anyway* or *Understanding Your Parents*. Select an example of a time when you did not understand or disagreed with an action taken by your parents. Write a short analysis of the situation from a parental point of view using what you learned in the filmstrip(s). Share papers if you wish, and summarize by discussing ways in which situations differ when viewed from a parental point of view.	370 368
View *How to Live with Your Parents and Survive*. Imagine strategies for resolving a given parent-child problem, reversing strategies in each situation so that you assume both the parent and child roles. Follow by identifying several techniques you feel would help to maintain or improve relationships with parents.	377 9
Work in groups to develop definitions and descriptions of a "good relationship with parents." Share ideas in a large group discussion. Follow by suggesting specific steps parents and children can take to establish and maintain these good relationships. Design a pamphlet outlining these suggestions to distribute to interested students and parents.	
Using magazines, find pictures of parents and children interacting. Attempt to identify actions illustrated which may contribute to good relationships between children and parents. Use pictures and insights gained to prepare a bulletin board for school or classroom display.	
Working alone, write a letter to "Dear Abbey" describing a hypothetical problem you are having with your parents. Trade letters with a classmate and write a response to the one you receive, including suggestions for improving the situation described or resolving the problem presented. Share letters and answers in a class discussion.	
Hold a brainstorming session to prepare a list of responsibilities that parents have toward their children when children are dating. Invite several parents or counselors to class to react to the list and provide further insight. Summarize what you learned by developing a list of suggestions for maintaining good relationships with parents when children date.	
Interview students and parents to determine what each feels the other can do to establish and maintain good relationships between parents and children. Summarize findings by developing two lists titled "Parent Ideas" and "Student Ideas." Analyze each to determine differences and similarities. Where differences are found, suggest reasons for them. Follow by selecting one or more techniques upon which both students and parents agreed to use in improving your own relationship with your own parents.	
Write a paragraph on "How I will raise my children." Discuss (or write) how your philosophy of parenting will be different from how you were raised and why.	
Semester assignment: Identify one or more areas in which your relationship with your parents could be improved. Develop a plan, including specific steps you will take, to achieve that improvement and implement it. Evaluate your progress periodically. Near the end of the semester, write a short paper describing overall results and further action needed, if any.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways to establish and maintain good relationships with siblings.*

LEARNING EXPERIENCES	RESOURCES
Survey members of your class or another class regarding common conflicts with brothers and sisters. Tabulate responses and analyze them. What are common conflicts? What factors are involved in sibling relationships? Suggest solutions to the most common conflicts.	
Working in small groups and using case studies involving sibling relationships, identify problems or conflicts. Discuss possible solutions to the problems.	31 3
View *Brothers, Sisters, Feelings, and You*. Then, working with a partner, identify and present a conflict that you might commonly experience with a brother(s) or sister(s). Ask the class to draw upon personal experiences and filmstrip ideas to suggest possible solutions to the problem. When all have had a chance to share conflicts and get solutions, note those solutions that seem most promising. Try to implement one or more suggestions.	309
Invite a guest speaker or a panel of guests to discuss sibling relationships and problems. Guests might include parents, siblings, social workers, counselors or mental health workers. Prepare questions ahead of time and summarize answers given.	
In small groups or individually, investigate special sibling relationships (e.g., identical twins, boy-girl twins, all girl or all boy families, age spacing of children, only children). Identify and discuss advantages and disadvantages of each situation. Invite guests from one or more of these situations to share their experiences. Summarize findings in a follow-up class discussion.	
Divide into groups according to the position you hold among children in your home (e.g., only child, oldest, middle, youngest). As groups, discuss the advantages and disadvantages of each position. Share findings and follow by discussing the role birth order plays in sibling relationships.	
Use classroom or library resources to locate definitions of jealousy. Share ideas and then form your own. Follow by sharing instances of jealousy you have observed between siblings. Identify ways feelings of jealousy can be recognized and suggest steps persons can take to avoid or get over feelings of jealousy. Summarize by writing a paper describing the effect of jealousy on relationships with siblings.	
Pretend you could choose an ideal brother or sister to have as your own. Write a short paragraph describing the characteristics that person would possess. Share paragraphs, identifying common characteristics described. Analyze your own characteristics in regard to being a brother or sister.	
Interview one or more adults who grew up with brothers or sisters to determine positive and negative aspects of those relationships. Ask them to describe what they feel might have helped improve their relationships. Share findings in a class discussion. Summarize by identifying ideas for improving sibling relationships which might be useful today.	
Think about the relationship you have with your brother(s) or sister(s). Identify possible ways the relationship might be improved. Develop a plan for improving it, specifying specific steps you could take. Implement the plan and evaluate your progress after one, two and four weeks.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways to establish and maintain good relationships with older family members.*

LEARNING EXPERIENCES	RESOURCES
View *Peege*; *How Would You Like to Be Old?*; *Gramp: A Man Ages and Dies*; *When Parents Grow Old* or *Aging* to develop feelings of empathy with elderly persons. Evaluate your ability to empathize with elderly people with whom you have a relationship. Suggest ways to demonstrate greater empathy for elderly friends and family members.	286 327 322 302 253
Brainstorm the advantages and disadvantages of an extended or three-generation family by answering questions such as Why might each of the three generations have both positive and negative feelings about this living arrangement? What changes might occur in a family if it were suddenly to include an older family member? How would that family cope with these changes? Discuss your responses as a class or in small groups.	165
Invite a panel of senior citizens who live in a variety of situations (e.g., their own home, a retirement complex, in an extended family) to tell about themselves and what it is like to be a senior citizen today. Students may wish to prepare questions in advance regarding particular concerns about "being old" today. Summarize insights gained in a follow-up class discussion.	187 188
Pretend you are 80 years old and are looking back on your life. What has happened to you since your youth? What is life like for you now? What resources are available to you? Write a paper describing how it feels to be 80 years old. Share papers, noting differences and similarities in perceptions.	
Working alone, rank the following problems related to retirement adjustment from the greatest to least problematic: 1. boredom 2. living arrangements 3. feelings of worthlessness 4. health 5. finances and standard of living 6. marital relationships 7. loneliness 8. loss of work relationships 9. death; bereavement 10. legal affairs In small groups, compare rankings and reach a consensus. Then, as a class, reach a consensus on rankings. Compare class results with those given in the pamphlet *Ranking of Problems Related to Retirement Adjustment*: 1. health 2. finances 3. standard of living 4. marital relationships 5. loneliness 6. living arrangements 7. boredom 8. feelings of worthlessness 9. loss of work relationships 10. legal affairs	88
To simulate old age, work in small groups to assume impairments common to some older persons. Suggestions for impairments and tasks which illustrate them include the following: **Impairment** — **Task** 1. Sight — 1. read aloud a paragraph from an unfamiliar source 2. Hearing — 2. report what you hear when sentences are read in a soft whisper 3. Arthritis — 3. tie a shoe, peel an orange, button a shirt, sew on a button, or play a card game wearing mittens	

4.	Taste & Smell	4.	eat a bland cookie and drink a cup of colored water
5.	Dental	5.	try to eat a carmel or a raw apple without chewing
6.	Invalid	6.	get to a ringing telephone by the third ring with shoes tied together

Compare difficulties and discuss feelings as a class.

Invite the director of an extended care facility to discuss the physical and social needs and characteristics of elderly persons. Find out about things such as the relationship between opportunities for social contact and the health and well-being of elderly persons and the activity and dietary needs of elderly persons. Use what you learned to develop a list of ways families can work to meet the needs of their elderly members.

Arrange to visit an extended care facility for a few hours. While there, make mental notes about the physical setting, services provided (e.g., medical attention, food service) and social interaction between the residents. In a follow-up class discussion, determine whether all the needs of the residents were being met. Compare with the extent to which they could be met in a private home. Summarize by sharing feelings about the need for or desirability of living in an extended care facility.

View a film or filmstrip about communication and the elderly. Summarize techniques presented that can be used to communicate effectively with elderly persons. Apply what you learned in future encounters with the elderly. Share results in a class discussion. 286

SUGGESTED COURSE GOAL *The student will be able to suggest ways to promote effective family communication.*

LEARNING EXPERIENCES	RESOURCES
Arrange a group of dominoes, blocks or buttons where class members cannot see them. Describe the arrangement and ask the listeners to arrange their dominoes, blocks or buttons according to directions. Students may not ask questions during the directions. Compare results with the original arrangement and discuss what has happened. What frustrations were experienced by the students? by the person describing the arrangement? Discuss the relationship between this experiment and daily communication. Identify ways daily communication can be improved.	145 278 376
Identify the components of effective communication (e.g., listening, talking–verbal, body language–nonverbal, writing, reading, feedback, clarification). Discuss strategies individuals can use to improve their own skills and ways to help others improve their skills. Keep a diary or log for a specified time (e.g., one or two days, a week) and record successful efforts at communication as well as unsuccessful efforts. As a follow-up, select one example of poor communication and identify ways to improve the communication should the same situation arise again.	
Using available resources, identify five steps for resolving marital conflict (e.g., establish the issue, stick to the issue, understand each other, regard other's feelings, compromise). Share identified steps and rationales for using them. Select the five you feel would be most effective. Summarize by discussing or explaining in writing how the steps chosen might be used to resolve a hypothetical problem.	143 144 177
Using magazines and newspapers, collect several pictures or cartoons illustrating body language (e.g., crossed arms–introversion; standing over a seated person–dominance/submission; speaking with head and eyes lowered–shyness). Working in groups, write captions for the pictures which express the messages you feel are conveyed. Then, using printed resources or resource persons in your community, compare your messages with those that would be conveyed in one or more other cultures. Share findings by discussing the role culture plays in determining the nature and characteristics of human interaction and the pitfalls that might result from relying solely on body language as cues in human interaction.	
Choose a partner and a topic for communication. Try to share information under the following circumstances: Standing across the room from each other. One partner standing on a chair and the other on the floor. Both partners standing on the floor facing the same direction with one in front of the other. Sitting and facing each other with one not using any facial expressions. Sitting and facing each other with one not looking the other in the eye. With one partner continually interrupting the other. With one partner reacting negatively to everything the other says. Afterward, as a class, discuss the feelings that resulted in each communication situation. Use what you learned to develop a list of basic rules for effective communication (e.g., talk at a close distance, talk at eye level, face each other, use facial expressions, make eye contact, wait your turn to speak, be positive).	218
Listen to a taped listening exercise or carry out a listening exercise in groups of five as follows: One student whispers a story to another student while three students wait on the other side of the room. The student who has heard the story whispers it to another, who in turn repeats it to another and so on. The final student then repeats the story out loud. Compare the beginning story with the final version, noting any differences between them. Using the exercises as a basis for discussion, identify listening techniques that might be used to improve communication. Repeat the exercise using the suggestions and note improvements.	376 113
With another student as a partner, give a brief talk about a subject that interests you. When you are finished, ask that person to paraphrase what you have just said and answer any questions which result. Share your experience with your classmates. Summarize by discussing ways paraphrasing might be used to improve the communication process.	

Working in pairs, carry out the following activity: One student is given a highly dramatic message to convey to the other (e.g., report of an auto accident, birth of a child, notice of sweepstakes winning). He or she may only use "gibberish" for language but may use varying voice levels and body movements to convey feeling. The receiving student is to attempt to clarify the message as it is being delivered. Share results as a class and summarize by discussing the many ways messages are sent other than via the spoken word.

Working in groups, develop a list of situations you experienced or observed or misunderstood in which poor communication resulted in lost time, inconvenience, arguments and other misfortunes. Share lists and suggest communication techniques which may have prevented the misunderstandings. Select one or more techniques to use in future family communication.

Keep a diary of communication in your home for one or two days, making special note of words and phrases, timing and tones of voice which resulted in positive and negative feelings and reactions. Use insights gained to suggest several strategies which can be used to promote effective family communication.

SUGGESTED COURSE GOAL *The student will be able to summarize ways in which families can share and cooperate to achieve mutual goals.*

LEARNING EXPERIENCES	RESOURCES
Working alone, identify several personal goals (e.g., finish school, make the varsity team, learn to drive) and several family goals (e.g., save for a vacation, put in a garden). In small groups, share and record personal and family goals. Follow by developing a class poster depicting individual and family goals. Note similarities and differences between them. For each difference, identify possible conflicts which may occur. Summarize by suggesting ways such conflicts might be prevented, minimized or resolved.	25 36 59 338 172
Investigate the use of a family council to facilitate family problem solving and decision making. Then, working in family council groups of 4-5, develop a solution to a given case study. Summarize by discussing the advantages and disadvantages of the family council for solving problems and achieving mutual goals.	
Hold a class brainstorming session to develop two lists related to family harmony titled "Things that Make Life Pleasant at Home" and "Things that Make Life Difficult at Home." Select those items on each list for which you are responsible and write a short essay describing your contribution. Share essays in class. Follow by developing strategies for increasing the number of items on the "pleasant" side and decreasing those on the "difficult" side.	
Develop a questionnaire about factors which do and do not contribute to family harmony (e.g., desirable and undesirable behavior/practices on the part of parents, children and other relatives). Distribute to a cross section of your local community and tally results. Follow up with a class discussion centered around ways to improve family harmony.	
Survey several families in your community to determine the extent to which family members assume two or more roles (e.g., father changing diapers, mother working, children doing laundry). Compile survey results in class and discuss the contributions multiple roles can make to harmonious family relationships.	
Invite a family counselor to discuss problems families have in cooperating on the achievement of mutual goals. Ask the person to describe instances in which actual family goals were and were not achieved and explain why. Summarize insights gained in a follow-up class discussion.	
View a television program or read a novel or short story about a family that worked to attain one or more mutual goals. Note specific steps taken and the success of each. Share observations in a class discussion. Summarize by identifying strategies you might be able to apply in your own family situation.	
View *Problems in Human Relations: Resolving Personal Conflicts*. Start a journal and, for an extended period of time (e.g., one month or longer), record all efforts you make to maintain and improve family harmony and cooperation, including the results of those efforts. Try to record both satisfactions and frustrations and include an analysis of how you might improve your techniques. Consider your own personal motives, your feelings and the feelings of others in these analyses. Use your journal as a guide for continued efforts to maintain family harmony and cooperation.	379
Talk with members of your family to identify one goal all members would like to achieve. Follow by developing a plan (short- or long-range, depending on the goal) for achieving that goal. Include steps each member can take. Ask your family to review the plan and suggest modifications. Try to implement the plan.	
After learning about ways families can share and cooperate to achieve mutual goals, work in groups to develop a game which would require knowledge of these ways to win (e.g., monopoly-like board, roll dice, answer questions on cards to move indicated number of spaces). Trade games between groups and play them as a unit review.	

SUGGESTED COURSE GOAL *The student will be able to describe special problems (e.g., divorce, alcoholism, disease, death) which occur in families and ways of coping with them.*

LEARNING EXPERIENCES	RESOURCES
As a class, identify special problems that may occur in families. Use of headings "crisis situations" (e.g., accidents, divorce, death) and "disorganizing situations" (e.g., moving, changing jobs) may serve to clarify thinking. Divide into small groups to investigate the nature of each of these problems, including contributing factors and impacts they may have. Share findings in a class discussion.	
View *Not Together Now: End of a Marriage* or *It Has Nothing to Do with You*. Summarize the problems associated with divorce from the perspective of all persons involved (e.g., husband, wife, children, relatives, friends).	283 272
Locate and read magazine articles and case studies about divorce. Analyze each and develop a chart listing final reasons for the divorce, factors which contributed along the way and problems faced by the persons involved. Share charts in a class discussion, noting similarities and differences among cases. As a follow-up, invite a marriage counselor to share further information about the nature of divorce. Compare with previous learnings.	115
Take a field trip to a domestic relations court on a day when the cases heard will relate to divorce. Arrange to have a judge or attorney explain the procedures and problems associated with separation and divorce from a legal standpoint.	
Interview one or more divorced persons you know to learn about the types of adjustments that need to be made after divorce (e.g., managing finances, renewing confidence, overcoming isolation) and determine ways of successfully making them. Share findings in a class discussion.	199 192
Invite a representative of your local mental health clinic to discuss kinds of common mental health problems and ways to recognize them. Distinguish between mental health and physical health. Follow by identifying steps which can be taken to prevent, minimize or cope with mental health problems.	
Invite one or more parents with a mentally retarded child to discuss the special challenges faced by the family and ways they have been met. Summarize insights gained in a follow-up class discussion.	23
As a class, select a special problem teenagers may have which may affect the entire family (e.g., teenage alcoholism, unplanned pregnancy, disease, school dropout). Investigate the nature of the problem through, perhaps, reading and interviews. Invite guest speakers knowledgeable in the area to share their perspectives. Then, as a class or in small groups, draft a proposal to help solve or alleviate the problem. Identify resources needed to carry out the proposal.	
Invite one or more senior citizens who may be widows or widowers to share their experiences with the class. Summarize main points covered, paying particular attention to the challenges of being single again in the retirement years.	
View *Death and Dying: Closing the Circle*. Write a paper that describes the closest experience you have had with death, the feelings you experienced at the time, and your ideas about the meaning of death. Share papers in class and use new insights gained to develop one or more generalizations about the nature of death.	316 200
Invite an attorney to discuss the provisions of state and federal laws related to death (e.g., property accrual, burial regulations). Summarize main points presented in a review discussion.	
View *Living with Dying*. Write a brief paragraph titled "What If _____ Died." Describe coping strategies that would enable you to face this situation in a constructive manner. Share ideas in a class discussion.	339
View *Dealing with Stress*. In a large group session, list possible reactions to several stressful situations which may occur in families (e.g., death of father–withdrawal, increased activity, assumption of new roles). Determine whether each reaction is likely to have a positive or negative effect on relieving the stress. As a	315 14

follow-up, divide into groups to identify effective, step-by-step strategies that might be used to handle stress (e.g., types of relaxation, communication). Share ideas and discuss possible steps people could take to develop these skills.

View *Changes*. Draw upon what you learned and your personal experiences to develop a list of positive opportunities that could appear as the result of a crisis situation (e.g., growing as a person, helping others, finding new friends, discovering hidden strengths). Follow by discussing ways positive thinking can help one cope with or minimize problems which may occur during one's life. 258 1 19 26

SUGGESTED COURSE GOAL *The student will be able to describe community resources available to help families achieve goals and seek solutions to problems.*

LEARNING EXPERIENCES	RESOURCES
As a class, identify categories of family concerns that may occur in a variety of different families (e.g., physical health, mental health, economics and finances, shelter/housing, and family planning). In small groups of four or five students, with each group taking responsibility for one concern and using a local phone book or community directory as resources, identify community resources that are available to help families solve problems and achieve goals. Share findings and compose a class list of resources. Duplicate, if desired, to distribute to interested persons. As a follow-up, identify needed services not available to families in your area. Develop suggestions for ways the community might work together to establish a needed service for families and forward to appropriate persons.	160
Using the family life cycle as a basis, divide into groups according to various family stages. Identify five or more problems related to each stage and investigate community resources designed to assist with them. Share findings in a class discussion.	
Look through newspapers to locate articles describing resources available to families in your community. Sort articles according to the specific services provided. Share information gained by preparing a bulletin board or collage for school or classroom display.	
Interview teachers in your school or adults in your community to find out about community resources they have used in an attempt to solve problems or achieve goals. Select one resource mentioned and write a short paper describing its services and advantages and disadvantages. It may be necessary, in some cases, to do some further investigation after selection of a resource. Share papers in a class discussion noting differences and similarities between evaluations of the same resources.	
Ask a representative of United Way to discuss the purpose and principles of the organization as well as how it functions. Find out about ways community members can assist with United Way efforts, if they so desire.	
Invite a representative from your community's volunteer bureau or a similar group to tell about services provided for families in the community. If your area does not have a centralized agency, contact several representative agencies for a panel of speakers. Identify services available and ways students might become involved.	
Investigate the concept of lifelong learning. Define the term and identify the implications for families. Investigate opportunities available to family members for lifelong learning. Discover what your community college, community school or Education Service District provides.	
Ask a representative of a consumer credit counseling bureau to discuss the services offered to families with financial problems. Summarize services provided in a follow-up class discussion.	
Develop and use a questionnaire related to financial services provided by local banks or lending institutions (e.g., credit bureaus, finance companies). Summarize findings by comparing services provided. Follow by developing a pamphlet to aid persons who need financial assistance in reaching their goals.	
After investigating community resources available to help families solve problems and achieve goals, play "resource roulette." The game proceeds as follows: Class divides into two groups. The first member of group one spins the pointer on a roulette wheel, which has sections identifying common family problems and goals. To gain points, the team member must name one community resource available to families to help solve the problem or achieve the goals. If a resource is not named, the other team gets a try. The game proceeds with teams alternating spins of the wheel and naming resources until a predetermined number of points is earned.	

SUGGESTED
PROGRAM GOAL

The student will be able to relate knowledge of adult roles to self and readiness to assume them.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe the physical, social and emotional development of adolescents and adults throughout life.*

LEARNING EXPERIENCES	RESOURCES

View a film or filmstrip about the physical changes that occur during adolescence. Submit questions you may have to a class question box. Invite a nurse, a counselor or physician to discuss the questions with the class. 295 304

After viewing films or filmstrips depicting the physical, social and emotional changes which occur during adolescence, investigate the social history of adolescence in different cultures. Share findings. In a class discussion, identify reasons for stress which often occurs during this stage of life and explore how it affects interpersonal relationships in different cultures.

Use classroom and library resources to locate definitions of the term "developmental task." Share findings and discuss the relationships which exist between developmental tasks, human needs, and the social and emotional changes which occur during adolescence and later life stages.

Compare and contrast the developmental stages of the human life cycle as described by Erik Erickson and the family life cycle described by Evelyn Duvall. Prepare charts or diagrams of each to facilitate comparison. Explain how these theories contribute to our understanding of how individuals and families continue to grow and develop throughout life. 26

Working in small groups, select a life stage and investigate the physical, social and emotional changes associated with it. Compare findings and determine which changes affect primarily the individual and which affect other members of the family unit as well (e.g., parents, grandparents, siblings, children). Discuss the social and emotional behavior and problems characteristic of each stage, including their effect on other family members. Summarize by suggesting possible ways conflicts or stresses associated with each stage might be minimized, and share with entire class.

As a class, divide into five groups representing the developmental stages of life beginning with adolescence (12-19 yrs; 20-29 yrs; 30-49; 50-65; 66 and over). Complete one or more of the following activities. Summarize by developing a chart illustrating the social and emotional changes which occur during adolescence and later life stages.

1. Organize skits depicting the positive and negative aspects of each life stage. Examples might include:
   12-19 years. Much social activity but some difficulty accepting adult authority.
   20-29 years. Pleasure of choosing own career and lifestyle but economic difficulties in the beginning.
   30-49 years. Easing of financial burdens but difficulty raising children through developmental stages.
   50-65 years. Enjoyment of grandchildren and increased freedom but difficulty adjusting to changes in family structure.
   66 on. Ease of retirement but difficulty using up extra leisure time.
2. Invite a panel of guest speakers to discuss the positive and negative aspects of each stage.
3. Interview several persons in each life stage about the positive and negative aspects of their lives.

Using available resources examine what is meant by the term "aging." Determine what physical, social and emotional changes take place in the aging process and ways of coping with the aging process. Select one issue related to aging to examine in-depth. Work individually or in small groups and share findings with the whole class. Summarize by identifying positive strategies to help individuals age gracefully.

Brainstorm a list of common adult crises (e.g., divorce, accident, premature death of spouse, loss of job). Discover what community resources are available to help individuals and families cope with these crises and follow by developing several strategies for dealing with each.

Compose a story about what you will be like in 20 years and in 40 years. Examine your overall development and your relationships with other people. What do you hope to accomplish and why? In a group, discuss what impact self-expectations have on the actual courses of lives.

Invite a guest speaker to tell about opportunities for adult education in your community. Examine the rationale for adult education, and relate it to the concept of the "lifelong learner." Summarize by discussing reasons why adults need or want education after age 30.

SUGGESTED COURSE GOAL *The student will be able to describe the ways in which personality and self-concept develop and change throughout life.*

LEARNING EXPERIENCES	RESOURCES
View *Johnny Lingo*. As a class, by citing examples illustrated in the film, explore ways in which self-concept can develop and change.	274
Use available resources to find definitions of the terms self-concept and personality. Then, working in groups, draw on butcher paper around one classmate. Inside the drawn figure, list hereditary factors that may influence the development of self-concept (e.g., health, body characteristics). Outside the figure, list environmental factors which may be involved in forming one's self-concept (e.g., successes/failures, school, friends). Repeat for the development of personality. Follow by constructing a bulletin board illustrating the nature of self-concept and personality and the factors which may influence their development.	
View one or more films, filmstrips, or slide series dealing with the nature and formation of self-concept and personality. Use what you learned to write a short essay describing the factors or forces which may influence the development of self-concept and personality.	266 291 375 290
Using a large sheet of paper, draw a picture name tag which describes "you" (e.g., hobbies, interests, likes, activities, future plans) or construct a poster, collage or coat of arms that expresses an image of "you." Share name tags, posters, collages or coats of arms. Discuss how personality and self-concept develop and change.	
Construct a "truth book" about yourself by locating poems, collecting pictures and writing about activities and thoughts that describe your personality and self-concept. Analyze your collection by identifying specific factors that may have influenced the development of your personality and self-concept.	
Using a 12" x 18" sheet of paper, draw a picture of yourself and put your name on the back. Do as complete a job as possible and do not show the pictures to others in class. Put the names of all class members in a hat. Select the name of another student and draw a picture of her or him, putting her or his name on the back. Afterwards, scramble the pictures and see if you can match your self- portrait with the portrait done by someone else. As a group, discuss why we may not view ourselves as others view us, how appearance influences personality and vice versa, and the difficulty of transferring aspects of personality to paper. Also, examine the impact that self-concept has on how we visualize ourselves.	
Brainstorm a list of changes or happenings which may alter an adolescent's self-concept (e.g., getting braces on or off, increase in bust size, new haircut, election to rally or other school office, participation on varsity athletic team) and discuss whether the change is "real," "imagined," or both. Develop strategies for coping with these changes in self and others. Discuss why adolescents may be especially prone to overreact to such changes.	
Working in groups and using available resources, investigate various aspects of personality development (e.g., trust, autonomy, initiative, accomplishment, identity, intimacy). Find pictures which illustrate each aspect of personality development discovered. Construct a bulletin board showing how these aspects relate to needs and developmental tasks in different stages of life. Finish by discussing how aspects of personality may be developmentally linked and how and why personality changes occur throughout life.	378 108
Investigate what happens to the self-concept and personality of adults or teenagers who are handicapped or disfigured as a result of an accident or disease. In small groups, examine the plight of mastectomy patients, amputees, or paraplegics faced with changes and limitations brought on by accident or disease. Invite a representative of a vocational rehabilitation or other organization which helps people cope with such situations (e.g., Reach to Recovery—American Cancer Society) to describe available resources as well as the roles self-concept, personality and attitude play in recuperation.	
Review A. H. Maslow's hierarchy of needs (*Motivation and Personality*, 2nd Edition, New York: Harper & Row, 1970) and identify the needs which must be met before self-actualization can occur. View one or more films which depict self-actualized people. Afterward, list characteristics the persons possessed and relate these to their self-concepts and personalities. Summarize by discussing the role both self-concept and personality play in reaching self-actualization.	276 251

SUGGESTED COURSE GOAL *The student will be able to describe the impact of self-concept and personality on relationships with others.*

LEARNING EXPERIENCES	RESOURCES
Locate several poems which illustrate positive or negative self-concepts. After reading, and working in small groups, identify several specific ways self-concepts can affect people's relationships with others. Share ideas in a group discussion.	
Read one or more excerpts from a book about transactional analysis. Use the transactional self-concepts "I'm OK, you're OK; I'm OK, you're not OK; I'm not OK, you're OK; I'm not OK, you're not OK" to discuss the following questions: What behavior might be expected from each of the four self-concept types? Is an individual always the same or is it possible to have different attitudes at different times? If so, why? Which self-concept type are you likely to want to spend the most time with? Why?	4 13 10
Summarize by developing a generalization about the role self-concept plays in interpersonal relationships.	
Using newspaper articles, identify personal and social problems (e.g., child abuse, suicides, drug abuse) which may be related to the lack of positive self-concept. Share findings in a class discussion by pointing out specific ways poor self-concept may adversely affect interpersonal relationships (e.g., the relationship between an adult's self-concept and the formation of a child's self-concept).	
Select several situations commonly faced in daily living. Divide into small groups with different situations. Discuss these situations, suggesting what happens if a person has a negative self-concept and then suggesting what occurs with a positive self-concept. Discuss the differences which result in relationships with others as a result of self-concept differences.	
Invite a representative of your local mental health clinic or family counseling center to describe the role self-concept plays in positive mental health and in positive family relationships. Discuss the value of a positive self-concept and ways to maintain a positive self-concept in relationships with others. Identify problems that a family may face if one or more members lack positive self-concepts.	
Using a variety of resources, define the term "personality." Write a description of your personality, analyzing what you perceive as your strengths and weaknesses. Keep a journal of your interactions with others for a day or a week. Then examine your journal for evidence of the impact of your personality on your relationship with others. Write a summary of what you have discovered about yourself through this experience.	
View *Your Personality: The You Others Know* or *Personality: Roles You Play*. List qualities commonly thought of as personality traits under two columns labeled "strengths" and "weaknesses." Determine the impact each strength and weakness may have on relationships with others. Use what you learned to develop a generalization about the impact personality can have on interpersonal relationships.	374 349
View *Why Am I Afraid to Tell You Who I Am?* List the various personality types illustrated. Write descriptions of people you know who seem to fit these personality types, using no names. Share descriptions and discuss in relation to how personality affects relationships with others.	373
Make a resolution to say only positive things to other people for one day. Observe what changes occur in your relationships with others. Discuss your observations in class. Can any or all aspects of personality be changed as easily? Why or why not? What happens to others when you change?	
Using the daily or Sunday comics, collect examples of the impact of personality and self-concept on relationships with others. Which comic characters seem to have positive self-concepts and relationships with others? Are poor interpersonal relationships always a result of a low self-concept or negative personality trait? Why or why not?	

SUGGESTED COURSE GOAL *The student will be able to suggest strategies for developing and maintaining a positive self-concept and personality.*

LEARNING EXPERIENCES	RESOURCES
Read one or more articles or books on the subject of self-concept. Explain why many professionals and authors maintain that it is essential to like yourself before others can really like you. Develop a list of personal strategies for learning to "like" yourself better. In a discussion, share your strategies with each other.	
Investigate strategies for developing a positive self-concept by reading or by viewing films and filmstrips. Share findings in a class discussion. As a follow-up, set goals and work to improve your own self-concept. Areas you might like to work on include: improving education, appearance, work or leisure activities; developing an accurate assessment of your strengths and weaknesses; maintaining a positive attitude and keeping company with others who think positively; developing more effective strategies for carrying out school or work activities; or getting along with friends, parents or siblings. Evaluate your progress at regular intervals.	380 24 19 26
Investigate the effectiveness of the WIN strategy for developing and maintaining a positive self-concept by recording three of your own WINs every day for five days. (WINs are good things that happen to people every day, such as: "I received a good grade on a test"; "I got my homework finished early"; "I helped prepare dinner, and Dan said it was good"; "Jim smiled at me when I passed him in the hall"; "I got to play the whole first quarter in the game yesterday.") Share WINs in a class discussion. Follow by developing one or more generalizations about the relationship between recognizing WINs in self and others and the development and maintenance of positive self-concepts.	
Review the Cycle of Human Love (feelings of acceptance) and the Cycle of Human Rejection in resource 93. Hold a class round robin to develop a list of suggestions for ways one can promote feelings of acceptance and minimize those of rejection in self and others.	93
Read "My Declaration of Self Esteem" from *Peoplemaking*. Develop your own "Declaration of Self Esteem" using insights gained from the reading. If you wish, share "declarations" in a class discussion.	225
As a class, brainstorm aspects of personality that might be considered negative rather than positive. In a round robin, give suggestions for ways persons might minimize these negative aspects of personality. Follow by confidentially listing the ten major strengths and ten major weaknesses of your own personality. Analyze each and write a short, confidential paper describing strategies you could take to eliminate one or more of the identified weaknesses.	
Divide into groups representing various age groups (e.g., 2-5, 7-11, 12-17, 18-25, 25-45, 45-65, over 65). For each age group, brainstorm aspects of physical, social and emotional development unique to that stage. Identify ways that development may threaten positive self-concepts, then suggest strategies for fostering positive self-concepts. Share in a large group round robin. Compare and contrast strategies appropriate for each age group.	
Ask a preschool teacher to talk about strategies for fostering positive self-concepts in preschoolers. If possible, observe a preschool situation and note how such techniques are used. Discuss how these techniques might be used in the home with preschoolers.	
Invite a representative of a nursing home and a representative of a senior center to discuss the value of positive self-concepts for seniors. Ask them to share strategies for maintaining or reestablishing positive self-concepts. Find out if any particular constraints may hinder the maintenance of a positive self-concept, including personality changes which may result from the aging process. Summarize ideas presented in a follow-up class discussion.	
Explore the possible correlation between poor self-concept and suicide. Read one or more current articles or books on the subject. Ask a psychologist or other mental health professional to answer questions about the causes and prevention of suicide. Summarize new learnings in a class discussion.	

SUGGESTED COURSE GOAL *The student will be able to describe the nature of values, goals and philosophies of life and their significance in human interaction.*

LEARNING EXPERIENCES	RESOURCES

Use one or more dictionaries to find definitions of the terms "values," "goals" and "philosophies of life." Share in a class discussion. Then, working in groups, use what you learned to write group definitions of the terms. Follow by writing personal definitions.

Draw sketches, paste magazine pictures or make a list of four or five of your most valued possessions on one piece of paper. On another piece of paper divided in thirds, illustrate four or five possessions most valued by your family, four or five most valued by your friends, and four or five most valued by members of your community. In a large group discussion, compare sets of values, noting differences and similarities. Summarize by suggesting ways in which the values of others influence personal value choices. Finish the following incomplete sentences: 186

By next week I would like to have . . . because I value . . .
Before I'm thirty I am going to . . . because I value . . .
Before I die I hope to . . . because I value . . .

Share completed sentences in groups if you wish. As a class, discuss the relationship between values and goals discovered by completing the sentences.

Read a novel or short story about a popular or historical personality. Then write a short paragraph describing that person's probable philosophy of life. Share paragraphs and develop a summary list of the kinds of factors that make up a person's philosophy of life.

Using available resources, identify the mottos of your state, city, school, or nearby college or university. Identify mottos of nearby states, famous universities, clubs to which you belong, or other groups or institutions. Compare and contrast the values, goals and philosophies reflected in these mottos. Discuss the meanings and implications of the mottos. Then write a motto for yourself or your family which reflects your values or philosophy of life. Share mottos in a discussion or create a bulletin board displaying them.

Working in groups, select a major religious or political philosophy to investigate (e.g., Christianity, Judaism, Buddhism, Socialism, Democracy). Determine the influence of values and goals on each philosophy. Share findings and summarize the relationships among the three concepts.

Explore the course of world history for political, social, religious or economic philosophies which, when put into practice, had a significant impact on human interaction. Identify the person(s) related to the philosophical viewpoint and their possible values and goals (e.g., Ghandi and passive resistance, Adolph Hitler and the Nazis, Harriet Beecher Stowe and the abolition of slavery).

Pretend you are six years old. Make a list of values and goals a six-year-old might hold. Then, working in groups, compare these values and goals with those that might be held by persons who are 12, 16, 18, 21, 30 and 65 years old. Summarize by developing one or more generalizations about the factors which may contribute to value and goal changes over time.

Make a list of values that might be held by an individual, a family or a culture. Share lists. Using the lists, identify pairs of values that may conflict (e.g., to save or spend allowance, work or play after school, obey parents or follow peers). Summarize by discussing how value conflicts may affect relationships with others.

Locate current magazine and newspaper articles which illustrate conflicts related to values, goals and philosophies of life. Share articles and point out the relationships among values, goals and philosophies.

SUGGESTED COURSE GOAL *The student will be able to identify personal values, goals and philosophy of life.*

LEARNING EXPERIENCES	RESOURCES
Obtain and complete a value survey such as that developed by Rokeach. Use what you learned to write a short paper entitled "I Learned That I Value . . . ." Share papers if you wish.	222
From magazines, cut out five or more pictures of different new car models in a variety of prices (e.g., a Chevrolet, Cadillac, Mercedez-Benz, Volkswagen, sports car, van) and post them on a bulletin board display. Select the car you would most like to have and divide into groups based on the cars selected. Discuss other likes or dislikes you, as a group, may hold in common. As a class, share your findings and discuss the assumptions we make about other people's values based on their choice of car or other consumer goods.	
Pretend that your home is on fire and you must leave very quickly. You do have time to get one or two possessions which you can carry out with you. Decide what you would take and why. Summarize by discussing what the selections may reveal about your personal values.	
Pretend that it is next week, then that it is five years from now, and then twenty years from now. Working in groups, develop conversation scenarios that illustrate what you would have done or where you would be if you had attained your goals for next week, for five years, and twenty years from now. Enact scenarios for the rest of the class.	
Using a large sheet of butcher paper, draw a timeline marking off the next ten years of your life and then the rest of your life in 5- or 10-year intervals. After identifying your life goals, place them on the timeline where appropriate. Post timelines on the bulletin board, if you wish.	
Assuming success could be guaranteed, identify a profession or career you would select. Share selections and discuss what choices may reveal about personal values and goals. Compare choices with actual career expectations. If there are differences between the careers, discuss possible reasons for them.	
After reviewing several published philosophies of life or interviewing one or more persons about their philosophies, think about your own philosophy of life. Using magazines or newspapers, create a collage which you feel adequately represents it. Follow by writing a short explanation of what you have depicted in the collage.	
Using a light to cast a shadow, have one of your classmates draw your facial profile. Inside the profile, write several words, phrases or statements that illustrate your philosophy of life. Post philosophies in the classroom if you wish.	
Imagine that you have been given a sum of money such as $100 or $1,000 to do with as you please. Identify what you would do with the money. In a group discussion, explore how use of money may reflect our values, goals and philosophy of life. Repeat the exercise imagining what your mother or father would do with the money.	
Read a biography or an autobiography of a famous person and then write a summary of the person's values, goals and philosophy of life. Follow by writing your own autobiography revealing your values, goals and philosophy of life.	

SUGGESTED COURSE GOAL *The student will be able to describe the characteristics of an emotionally mature person.*

LEARNING EXPERIENCES	RESOURCES
Complete a crossword puzzle focusing on emotional maturity. Follow by reviewing terms used to describe an emotionally mature person and the meanings of each. Think of other terms not used in the puzzle that would also be useful descriptors.	
Read one or more textbook sections dealing with emotional maturity. Develop a class list of aspects of emotional maturity (e.g., has positive self-concept, expresses feelings in constructive ways) and immaturity (e.g., remembers past slights, often considers self first, angers easily). Give examples of each without using names. Follow by developing a bulletin board contrasting the differences between emotional maturity and immaturity.	31 21
View the characters portrayed in one or more current TV shows. Identify examples of mature and immature characters, and those characteristics commonly found in each. Discuss changes that would have taken place in the plots if immature characters had been mature and vice versa. Select one program or show to discuss as an example of a character becoming more mature.	
Prepare case studies describing the behavior of emotionally mature and immature persons and put them on cards. Divide into pairs and draw a card. Develop a skit which depicts the character you drew. Act it out and have classmates try to determine whether the character is mature or immature and identify the trait that led them to this conclusion. After all skits have been enacted, develop a summary list of mature and immature characteristics.	
Working alone, list three pressing problems of teenagers. Share ideas and make a composite list of the six to ten which appear most frequently. Then divide into small groups and identify possible solutions to these problems. In a round robin, discuss each problem by focusing on mature and immature responses to it.	
Develop a chart or poster which outlines realistic expectations and characteristics of emotional maturity at various ages (e.g., 3-5 years, 6-10, 11-16, 17-22, 23-30, over 30). Discuss why age affects our expectations about emotional maturity.	
Invite your school counselor to discuss the level of maturity of a typical student in your school. Then, discuss with the counselor situations in which students may respond in an immature way. Explore reasons for such behavior, and ways to respond more appropriately.	
Complete the following sentences (or similar ones): When I make a mistake I . . . . It makes me angry when my mother . . . . I am selfish when it comes to . . . . Since last year I have become more . . . . I have very little patience with	
Examine your responses to identify areas where you believe you are mature and areas where you could improve. Brainstorm strategies for developing more mature responses in difficult situations.	
After investigating the characteristics of emotional maturity and immaturity, work in groups to develop checklists which would be useful in evaluating one's own maturity. Share checklists and then choose one to complete confidentially. Follow by formulating a confidential plan for improving your level of maturity. Save and recheck in one month to determine progress.	197
Invite a mental health worker to discuss community resources available to help families who are in crises due to the actions of an immature member. Identify strategies such families might use to cope with or minimize the effects of this family member.	

SUGGESTED COURSE GOAL *The student will be able to describe the significance of friendships and ways they can be developed and maintained.*

LEARNING EXPERIENCES	RESOURCES

Using classroom and library resources, locate quotations or poems about friendship. Share findings in class. In a large group discussion, complete the sentence "A friend is someone who . . ." in as many ways as possible. Use what you learned to write a personal definition of friendship. 24

Hold a class round robin or brainstorming session to develop a list of the types and degrees of friendship (e.g., Types–boy/girl, same sex, brother/sister, old/young; Degrees–casual acquaintance, mutual respect, short-term, enduring). Locate pictures which illustrate each type and degree of friendship and use to construct a bulletin board. Follow up by writing a short essay about a friendship you have had with a person of a different age or from a different cultural group. Share essays in class and summarize by rating the contributions each type of friendship makes to the persons involved.

Interview one or more adults you know about their friendships. Questions to ask might include: What types of things do you share with your friends? Why are friends important to you? What traits do they possess? Report findings in class during a follow-up discussion on the value of developing and maintaining friendships.

Write a story in which events occur but in which the people portrayed have no differences in their personalities, values or beliefs. Share stories in class. Discuss the value of individual differences, relating it to the development and maintenance of friendships with others.

Using three index cards or a piece of paper divided into three columns, confidentially list one person in each area that you feel is a friend. Under each, briefly summarize the characteristics and qualities exhibited by that person which are responsible for your feelings. Without identifying names of the persons, share the qualities and characteristics you identified. Discuss how these traits contribute to the development and maintenance of friendships.

Working alone, make a list of the qualities you feel a friend should have (e.g., respect, empathy). Compare your list with those of five other students. Work with the group to identify ten of the most desirable qualities for friendship and construct a "Ten Most Wanted" poster. Display posters as reminders for future action.

Gather examples of famous friendships from magazines, newspapers or television talk shows. Share examples in class and determine the personal characteristics each of the friends possessed, as well as the commonalities each pair of friends shared. Then, working in groups, develop lists of personal characteristics which help people develop and maintain friendships and lists of factors that influence a people's choice of friends (e.g., values, goals, hobbies, lifestyles, jobs). Share ideas in a class discussion.

Working in groups, act out a situation illustrating the lack of qualities and characteristics helpful in developing and maintaining friendships. Ask the rest of the class to guess what qualities or characteristics are missing. Follow by suggesting ways each situation could have been altered to promote the development and maintenance of friendships.

Invite members of several cultural or ethnic groups to discuss their views regarding stereotyping and the "Melting Pot of America." Summarize main points presented and follow by discussing the impact stereotyping has on one's ability to develop and maintain friendships with others.

Make a confidential two-column list of the qualities and characteristics you feel you possess that have a positive and a negative impact on your ability to develop and maintain friendships with others. Follow by writing a letter to yourself describing steps you could take to reduce the number of items on the negative side of your list. Implement one idea a week and evaluate the results at the end of one and then two months.

SUGGESTED COURSE GOAL *The student will be able to recognize the role of dating in developing interpersonal relationships.*

LEARNING EXPERIENCES	RESOURCES
Hold a class round robin or brainstorming session to identify various forms of dating common in your community today. Interview parents and grandparents to find out about forms of dating practiced in the past. Compare past and present practices and suggest possible explanations for the differences discovered.	
After studying the various forms and stages of dating, work in groups to develop skits depicting each (e.g., meeting at a friend's home, first date at a track meet, studying together every date). Present skits to the rest of the class. Summarize by preparing a chart illustrating the various forms and stages of dating and the characteristics associated with each.	
Read one or more textbook sections dealing with dating. Summarize the functions of dating discovered (e.g., exploring values, goals, philosophies, beginning independence, developing communication skills). Follow by preparing a picture and word collage illustrating what you learned.	31 21
View *Going Steady*. Afterward, organize a debate about the advantages and disadvantages of steady dating. After reviewing the main points presented, suggest ways some of the pitfalls might be avoided.	270
View *Beginning to Date*. Discuss the following questions: Does society push young people into dating? How does the mass media influence attitudes toward dating? Is there anything wrong with not dating?	307
Summarize what you learned about some of the problems associated with dating.	
Working in groups, develop a survey related to dating practices. Questions might deal with dating activities, appropriate age for dating, appropriate behavior, myths about dating and expectations. Distribute the survey to a number of students and parents and tally results. As a class, analyze the data in terms of male vs. female responses and in terms of student vs. parent responses. Summarize some of the problems which seem to be associated with dating. Follow up by suggesting ways persons might avoid or cope with these problems.	
Invite a panel of persons of different ages to discuss forms of dating and problems associated with it. (Panel members might include a student from school, a college student and an older person.) Prepare anonymous questions prior to their arrival to ask during the session. Summarize main points presented in a follow-up class discussion.	
Search through magazine or newspaper advice columns to locate articles dealing with dating problems. Categorize problems by type and then work in groups to analyze the "solutions" given. In a class discussion, summarize the types of problems illustrated and tell why you did or did not agree with the written solutions. Use what you learned to develop a brochure entitled "How to Have Happy Dating Experiences."	
Individually or in small groups, investigate dating and courtship patterns and their function in other cultures. Report back to the class. Develop a bulletin board display to summarize dating patterns around the world.	
Using interviews, the telephone book or a community directory, compile a list of recreational activities (including locations, costs and times) available to teenagers on dates or in groups. Brainstorm as a class additional activities not generally considered for dates which might be fun, interesting and different to include. Make the list available to your student body.	

SUGGESTED COURSE GOAL *The student will be able to describe the nature of adult roles and living patterns.*

LEARNING EXPERIENCES	RESOURCES
Hold a class round robin to brainstorm the various kinds of adult roles (e.g., cook, worker, shopper, parent, money manager, spouse) and living patterns (e.g., single, married, roommate, nuclear/extended family, children/no children). In small groups select one role or one living pattern to investigate. Attempt to identify the history of the role or pattern, its characteristics and the problems associated with it. Report findings to class, using previewed films or filmstrips to illustrate findings, if desired. Follow by writing a confidential paper describing which of the roles and living patterns will be most consistent with your future anticipated lifestyle and why you think so.	371 338
Invite a panel of single people and married couples to discuss their lifestyles, including the satisfactions and frustrations associated with them. Compare responses in a class discussion. Then divide into two groups to assemble word or picture collages illustrating the characteristics of marriage as a lifestyle and single living as a lifestyle.	139 221
Investigate the characteristics of childless marriages by reviewing current literature, interviewing childless couples, and contacting groups of nonparents (e.g., the National Organization of Non-Parents (NON), 806 Reisterstown Road, Baltimore, MD 21208). Working in pairs, prepare a class report on one of the considerations related to nonparenthood (e.g., population concerns, career involvement, financial capabilities/concerns, health problems/genetic background). Share papers in a class discussion.	
Using dictionaries and other available resources, define and differentiate between the terms "independent" and "interdependent." Relate the terms to adult roles and living patterns in a class discussion.	
Working in groups, identify types of responsibilities associated with living on one's own (e.g., money and time management, food preparation, household tasks, clothing care). Share generated ideas. Then form new groups, one for each responsibility. Investigate the nature of each responsibility and attempt to discover ways of meeting it. Share findings in a large group discussion and summarize the factors necessary for successful independent living under the headings of physical, social, emotional and financial.	325 324 348 314 344
Complete the sentence: "I will know I am grown up when I . . . ." Share responses in a group discussion. List the various criteria (e.g., legal, economic, social, physical) used to identify passage into adulthood. Investigate criteria used in other cultures to determine adult status. Summarize by writing an essay to define the criteria you would like to have used to determine adulthood.	
Hold a class brainstorming session to identify all the items that would be absolutely essential in order to live on your own (e.g., household items) and investigate the cost of such items. Then investigate the cost of renting a place to live and meeting other monthly expenses. After calculating the total cost of living on your own, brainstorm ways to meet the costs. Compare the romantic notion of "living on your own" with the financial realities of the situation.	
Ask representatives of a bank or local credit counseling agency to discuss some of the financial difficulties that young adults encounter and some mistakes they commonly make. Ask these representatives to recommend ways to avoid making the same mistakes and ways to develop and maintain a sound financial base.	
Interview your parents or another couple to discover when they left their nuclear family. Ask why they left, how they managed, and what they would do differently if they were to do it again. Compile your interviews, and compare and contrast findings. Summarize by answering the questions: What conclusions can you draw? How are things different today? Complete an autonomy inventory to examine aspects of personal independence (see page 44).	

Example:

	Always 3	Sometimes 2	Never 1
1. Do you make your own bed?	____	____	____
2. Do you change the linen on your bed?	____	____	____
3. Do you wash your own clothing?	____	____	____
4. Do you iron your own clothing?	____	____	____
5. Do you select and buy your own clothing?	____	____	____
6. Do you earn your own spending money?	____	____	____
7. Do you provide meals at home for you and others?	____	____	____
8. Do you make your own medical and dental appointments?	____	____	____
9. Do you pay for your own medical expenses?	____	____	____
10. Do you do the grocery shopping?	____	____	____
11. Do you get yourself up in the morning?	____	____	____
12. Do you clean your room yourself?	____	____	____
13. Do you do other housework?	____	____	____
14. Do you live on your own?	____	____	____
15. Do you have a driver's license?	____	____	____
16. Do you have your own form of transportation?	____	____	____
17. Do you ever go to a movie alone?	____	____	____
18. Are you providing for another person?	____	____	____
19. Do you have a job?	____	____	____
20. Have you made your own future plans?	____	____	____

Total points. As a class, discuss possible inventory scores in relation to traits and attitudes which are necessary for successful independent living.

SUGGESTED COURSE GOAL *The student will be able to summarize factors which influence selection of a marriage partner.*

LEARNING EXPERIENCES	RESOURCES
Finish the following incomplete sentences by listing ten qualities for each sentence: I'd like my best friend to be . . .; I'd like my girl/boy friend to be . . .; I'd like my mate to be . . .; Share lists and note the similarities and differences. Follow by discussing how qualities which seem desirable may sometimes differ for friends and for mates.	
View *Are You the One?* List the factors presented in the film as being important to consider in selecting a marriage partner. Analyze the list by discussing whether you agree or disagree with the importance of each factor. Follow by completing the attitude questionnaire, "What Am I Really Looking for in a Close Relationship?" to identify qualities that would be of importance to you in selecting a marriage partner.	256 144
Choose a factor that may be important to consider in selecting a marriage partner (e.g., family background, education, political views, religion, economic status, national or ethnic origin). Study its possible effect in relation to marital expectations and success. Share your findings in class by explaining how the factor may affect a marriage and by generalizing about the importance of considering it before entering into a marriage.	22 25
Prepare for a "Home Safe" activity by first working alone and anonymously to complete the sentence, "I'll be home safe when I . . . by age . . . ." on individual cards. Arrange the cards in a stack and then proceed as follows: Each student draws a card in turn and reads it aloud to the class. After reading, vote as a class on whether the card illustrates a desirable quality for a mate. Continue until all cards have been read and reasons for responses discussed.	
Look up the word "expectation" in one or more dictionaries. List several of your expectations of a mate, for example: financial, social, emotional, mental, parental, religious. Divide into groups and compare expectations. Follow by discussing these questions as a class: Why do expectations for husbands and wives sometimes differ? Should they? Why is it important to compare expectations before committing oneself to marriage?	
Divide class into two groups by sex where you cannot see or hear each other. Individually, list ten characteristics of an ideal marriage partner in order of importance. Then work as groups to reach consensus on the ten characteristics of an ideal mate (what girls want in a husband, what boys want in a wife) and put them on a poster or blackboard. As a coed group, compare and contrast the lists. Summarize by discussing differences in expectations and implications for the marriage relationship.	
Working in two groups, discuss the validity of the phrases: "similarities attract" and "opposites attract." Afterward select two or three students from each group to represent the two sides in a debate of the issue. In a follow-up discussion, consider the concepts of parallel needs (e.g., lifestyle, number of children, education) and complementary needs (e.g., dominant/submissive, rational/emotional) as factors to consider in selecting a marriage partner.	
Take a few minutes to study several large signs posted around the room that illustrate factors that may be important in determining capability in marriage (e.g., age, interests, intelligence, race/nationality, life goals, health, career goals, role expectations, education, social class, religion). Move your chair to the sign which you feel would be most important in selecting a marriage partner. With others who have seated themselves under the same sign, prepare a persuasive argument defending your choice. Share arguments in a class discussion. (You may then change places if you wish by stating your reasons for doing so.)	18
Interview someone over 65 about how he or she selected a marriage partner. Compare your findings with your own expectations for mate selection. Summarize by discussing changes which have occurred in our culture over the years regarding mate selection.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways of determining readiness for marriage.*

LEARNING EXPERIENCES	RESOURCES

Locate and read articles that discuss the differences between love and infatuation. Use what you learned to develop a two-column list of the characteristics of love and infatuation on the blackboard, a poster or for overhead projector. Compare the items in each column and discuss the similarities and differences discovered.

After identifying feelings commonly confused with love (e.g., physical attraction, pity, possessiveness, desire to hurt or be hurt, sharing unhappiness, desire to help, achieving status), select one and write a short story (real or hypothetical) about a romance that has been colored by the feeling. Share stories. Afterward, discuss ways in which an analysis of one's feelings can be used to determine a person's readiness for marriage.

Using feelings commonly confused with love, work in groups to develop questions which would measure whether a person has a realistic or romantic concept of love. Compile questions to form a "Have Attitudes Inventory" which could be used to determine a person's readiness to enter into an enduring partnership.

Hold a large-group brainstorming session to develop a list of qualities that provide an indication of readiness for enduring partnerships (e.g., social and emotional maturity, realistic concept of love, realistic self-concept, well-developed philosophy of life, realistic evaluation of family background, occupational and financial readiness, ability to negotiate and compromise). Then, working in small groups, select one or more qualities and identify problems that might result if they did not exist when a person entered into an enduring partnership. Share ideas in a class discussion. Use what you learned to develop a checklist for evaluating a person's readiness to enter into an enduring partnership. 21 22

Imagine that your job is to interview all couples who desire to marry and to decide whether to permit the marriages. Determine how you would go about this and what your criteria would be. Write a short paper describing your ideas and share in a class discussion.

Brainstorm and list the possible decisions a couple must make before they decide they are ready to marry. Determine which of these are conscious decisions and which are subconscious. Compare your opinions and identify ways more of the decisions could be made on a conscious level.

Using what you learned about determining readiness for marriage, hold a class debate on whether the decision to marry and whom to marry can be a rational decision. Be sure to consider irrational aspects there may be in these decisions. Summarize by identifying main points made on each side of the issues.

Invite a member of the clergy or other premarital counselor to discuss the techniques he or she uses to help couples determine whether they are ready for marriage. Discuss ways students in class can use these techniques to evaluate themselves and their own readiness for marriage.

Invite a family mental health worker or marriage counselor to share her or his feelings about how persons can determine whether they are ready for marriage. Question the speaker to identify specific ways you could analyze your own readiness for marriage. Summarize by constructing a bulletin board illustrating what you learned.

SUGGESTED COURSE GOAL *The student will be able to summarize the laws and customs associated with marriage.*

LEARNING EXPERIENCES	RESOURCES
Read a section about engagement in a textbook of your choice. Hold a class discussion to summarize the nature and purpose of engagement as presented in the texts and to explore class reactions to the statements.	21
Search through current magazines and newspapers to locate articles that describe danger signals which sometimes appear during the engagement period. Share articles. Summarize by discussing these questions: What might be the appropriate action(s) for each danger signal? Why is it important to recognize potential problems during the engagement period?	
Using classroom and library resources and interviews, if necessary, work in groups to investigate laws related to marriage in Oregon and in one or more neighboring states. Construct charts illustrating your findings (e.g., parental consent, age requirements, mental qualifications, degree of relation permitted, medical tests). Share charts in a class discussion, noting similarities and differences between them.	
Working in small groups, read one or more textbook sections dealing with a specific marriage law or custom (e.g., monogamy, polygamy, mate selection, age requirements). Plan a strategy for describing what you learned to other class members. Then hold a class symposium in which groups have an opportunity to present their findings.	31
Invite persons with different cultural or religious backgrounds to discuss their marriage laws or customs. Summarize main points presented, comparing similarities and differences discovered. Compare findings with the laws and customs characteristic of your own culture or religion.	
Using what you learned about marriage laws and working in groups, draft a uniform national law related to marriage. Share facts supporting your recommendations. Investigate the political process that would be necessary to make the various proposals actual laws.	
Working in small groups, identify various past and present customs associated with marriage and engagement (e.g., dowry; engagement ring; wedding ring; something old, borrowed, blue; rice; white gown, etc.). Share your findings in class presentations.	
Ask a member of the clergy in your area to discuss current variations in marriage ceremonies and customs. You may wish to ask questions regarding present church policies about interfaith marriages, writing your own marriage vows, or other current concerns. Summarize main points covered in a follow-up class discussion.	
Using current magazines, identify factors which need to be considered when planning a wedding and decisions which must be made. Discuss the implications (e.g., financial, social, psychological, cultural) of such factors and decisions on the bride and groom and each of their families.	
Identify alternatives to a traditional church wedding (e.g., civil cermony, elopement) and the advantages and disadvantages of each. Summarize by discussing the implications of various types of nontraditional weddings for bride and groom, family, and friends.	

SUGGESTED COURSE GOAL *The student will be able to assess the factors involved in successful marriages.*

LEARNING EXPERIENCES	RESOURCES
View *Marriage*; *Getting Married*; or *Married Lives Today*; *Marriage from Romance Magazine to Reality*; *What Is Marriage?*; or *What About Marriage?* Summarize the types of commitments and adjustments involved in making a marriage work. Discuss in relation to actual marriages which have succeeded or failed.	278 269 279 341 371 369 27
Read "Learning to Love." Afterward hold a class discussion to summarize what the author had to say about the types and stages of love, including how love relationships begin and how love grows and matures. Relate these ideas to the factors involved in making a marriage work.	15
Read one or more sections of *The Prophet* (e.g., "On Giving" or "On Love"). Identify one or more aspects of the section(s) that you feel is especially important to marital success. Justify your choice(s) in a class discussion.	12
On one side of an index card write a phrase that represents a personal trait that may be a positive factor in marriage compatibility (e.g., likes many activities, takes time to cook breakfast, studies hard). On the reverse side, write some aspect of this factor that may not be discovered until after marriage (e.g., spends much time away from home, is late for work, won't tolerate noise). Share cards by displaying the positive factor first and then the "surprise." Follow by discussing ways unexpected qualities may affect a marriage.	20
Invite a panel consisting of one engaged couple, one recently married couple and one couple married many years (and possibly one affable divorced couple) to discuss their views regarding the factors involved in making a marriage work. Afterward, compare responses (e.g., How did they differ? Why?). Summarize the main points presented.	
Write a brief account of the deterioration and end of a marriage you have observed or heard about and share with the class. Work in groups to develop a list of reasons that may account for divorce (e.g., changed interests of lifestyles, unrealistic expectations, financial difficulties, loss of respect, relationship taken for granted). Share and compare lists. Use what you learned to develop one or more generalizations about the factors involved in making a marriage work.	
Write a short essay entitled either "Till Death Do Us Part" or "Till Divorce Do Us Part" answering the following questions: Is marriage intended to last forever? How do personal beliefs affect approaches to conflict? How does the nature of a commitment affect solutions to minor conflicts? Then invite two happily married elderly couples to discuss their conflict experiences, including approaches used to solve problems. Afterward, evaluate your essay on the basis of what you learned, make any changes desired, and state your reasons for making them.	
Read a selection about ways to approach marital conflicts. Afterward, develop a list of techniques for "fair fighting" (e.g., humor, feedback, direct perspective, change readiness, specificity, reality). Discuss positive and negative use of these techniques. Summarize by constructing a brochure entitled "How to Fight Fair in Marriage."	143
Invite a doctor, nurse or representative from a family planning, county health department or other agency to discuss some of the facts and issues surrounding family planning. If possible, arrange for the expression of several different views on each of the subjects discussed. You may wish to follow up by selecting an area of particular interest to you and investigating it in some depth. If you do, present a written or oral report of your findings.	

Locate and read articles or textbook sections dealing with factors that affect parenthood choices (e.g., goals, lifestyle, health, economic resources). Follow by inviting a panel of parents or married couples who have made different decisions about parenthood to share their feelings about, and reasons for, their choices. Summarize your findings by relating them to the concept of marital success in a follow-up class discussion.

SUGGESTED COURSE GOAL *The student will be able to suggest ways of determining readiness for parenthood.*

LEARNING EXPERIENCES	RESOURCES
View one or more filmstrips dealing with the nature of parenthood. Use what you learned to develop lists of responsibilities a parent or parents must be prepared to assume. Follow by developing one or more generalizations about factors which must be considered in determining one's readiness to be a parent.	345 356 346
Hold a brainstorming session to identify all types of possible reasons for having children (e.g., can give a child love and needed care, grandparents want grandchildren, can afford a child, I need to be needed, child may improve marriage). Work in groups to identify positive and negative factors associated with each of the reasons. Share ideas in a class discussion, relating them to ways of determining readiness for parenthood.	25
Assume that it is the year 2000 and that overpopulation is causing severe shortages of food and other resources. Assume further that the government has just decided limitations on parenthood. Divide into groups and develop lists of characteristics you would require people to have before they could become parents if you were enforcing the new government regulations. Afterward, share lists and vote to identify the ten characteristics felt to be most important. Discuss reasons used to determine voting decisions, relating them to finding readiness for parenthood.	
Invite grade school children to visit the class and discuss the characteristics they feel are important for parents to have. Work in groups to add further ideas about desirable parental characteristics. Use this information to develop a checklist for deciding readiness for parenthood.	
Locate community statistics about the number of live births occurring to women aged 13-19 years. Compare with national statistics. Divide into groups to gather data about the physical, social, psychological and economic implications of school-age pregnancy. Share findings in a class discussion and relate to the concept of age as a factor in determining readiness for parenthood.	
Invite a panel of parents, pediatricians and adoption agency representatives to discuss the costs involved in having (or adopting) and raising a child from birth to age 18. Summarize by discussing the value of considering financial ability as a factor in evaluating readiness for parenthood.	
Invite a married couple who had children within one year of marriage and a couple who waited three or more years before having children to discuss their feelings about their decision. Then, list advantages and disadvantages of having children soon after marrying versus waiting. Consider the effect of an unplanned pregnancy on a couple who would have preferred to wait longer before pregnancy. Summarize by writing or discussing your preferences about when to have children.	
Invite a representative of an adoption agency to discuss the criteria used in selecting adoptive parents. Determine the impact these criteria would have on society if all parents had to meet them.	
Brainstorm characteristics of the "perfect parent." Using the characteristics, develop a hypothetical plan for "training" people to be perfect parents. Discuss how people are now trained to be parents and suggest ways more parent training opportunities could be provided.	
Working in groups, investigate the causes of and solutions for infertility. Identify the impact of infertility on a couple who planned to have children and could not. Follow by asking a physician or mental health worker to discuss ways of coping with infertility and interview a couple willing to share their experience with fertility problems.	

SUGGESTED COURSE GOAL *The student will be able to describe changes which occur in adult roles as a result of parenthood.*

LEARNING EXPERIENCES	RESOURCES

Working in groups, brainstorm changes that take place in the lives of persons when they become parents. Focus on immediate changes as well as on those that occur later (e.g., 5 years, 20 years). Interview persons who have just become parents and persons who have been parents for different lengths of time. Share findings. Use results to prepare a bulletin board timeline illustrating changes which take place in adult roles as a result of parenthood.

Pretend that you are "Shep," Margaux and Jeff Stone's German Shepherd dog. You have been in the family one year and Margaux and Jeff have just brought their first child, Jason, home from the hospital. Write a diary account of the observations you will make about the changes which will occur in Margaux's and Jeff's roles during the next year. Share diaries in a class discussion.

Invite several parents with children of different ages (newborn to adult) to discuss changes which occurred in their roles as a result of parenthood. Ask about changes they considered to be positive and those they considered to be negative. Summarize viewpoints presented; discussing why you agreed or disagreed.

Discuss the quote "Behind every successful child there is a successful parent." Determine what it means and identify the implications of it. Follow by suggesting ways persons can be successful as parents.

It is often said that women are most affected by becoming a parent. In small groups or as a class, identify possible reasons (e.g., physical, social, cultural) for this assumption. Discuss how women, in general, are influenced by this assumption and relate it to the rejection felt by some men after the birth of a child. Summarize by suggesting ways new parents can cope with their changing roles.

Explore the concept of the "empty nest syndrome." Identify reasons parents may have difficulty adjusting to the idea that their children are adults. Interview a couple in this stage of the family life cycle to discover how they are coping with the situation. Summarize by predicting how your parents' role will change when you leave home.

Investigate the special roles parents of exceptional children (e.g., handicapped, retarded) must assume. Invite a parent of an exceptional child or teacher of special education to discuss the ways in which their role differs from that assumed by a parent or teacher of other children. Follow by exploring community resources available to support these families.

Investigate the role of the single parent by using articles from newspapers or magazines to identify some of their unique responsibilities. Ask a panel of single parents to share their experiences with the class. Summarize by discussing main points presented in the articles and by parents.

Investigate your community to discover available parent education programs. Ask a representative of one or more to explain the purpose of their program and describe to whom it is available. Discuss the major concepts presented.

SUGGESTED COURSE GOAL *The student will be able to suggest ways to establish positive adult relationships with children.*

LEARNING EXPERIENCES	RESOURCES

Using magazines, locate pictures illustrating adults who have or are in the process of establishing positive relationships with children. Share pictures by explaining the strategies illustrated by each. Label pictures and use to create a bulletin board for classroom display.

Explore the idea of children as America's most valuable resource by writing a short essay on the subject. Focus attention on why children can be viewed as a resource and what adults can do to ensure that the resource is of high quality. Share essays in a class discussion and develop one or more generalizations about the importance of positive adult relationships for children.

Working alone, identify the three adults (besides your parents) who have most influenced your life to date. In a short paper, explain the influence they have had and describe why they were important to you. Share papers if you wish. Follow by discussing ways adults other than parents influence the development of children.

Arrange to watch one or more television programs. While watching, record all the things you see adults doing. Share observations in class by describing what you would have learned had you been a child observing these behaviors. Summarize by discussing the role modeling plays in influencing a child's development.

Arrange to interview several adult volunteers in your community who had positive and negative relationships with their parents when they were children. Ask about specific experiences that fell into the positive and negative categories and why they felt these were so. Share findings in class. Follow by suggesting ways the negative experiences could have been avoided or made more positive.

Arrange to visit a nursery school or grade school class. While there, observe the adult-child interactions which occur, noting those which appear to be positive. Share observations and summarize by developing a composite list of ways adults can establish positive relationships with young children.

Invite family counselors or social workers to discuss problems they have seen children encounter as a result of a lack of positive relationships with adults. Summarize main points presented. Follow by using what you learned to develop a related bulletin board for classroom display.

It has been said that children have a "right" to experience positive relationships with adults. Hold a class brainstorming session to identify some of these "rights" (e.g., positive role models, effective guidance). Suggest strategies different kinds of adults (e.g., parents, grandparents, family friends) can use to provide these positive associations. Summarize by preparing a class "Bill of Rights for Children."

Examine the concepts and principles of Parent Effectiveness Training. Summarize what you learned in a poster or bulletin board display. Discuss how these concepts can also help you in your own relationship with your parents. — 182, 183

SUGGESTED COURSE GOAL *The student will be able to suggest ways of ensuring that the later years of life are satisfying ones.*

LEARNING EXPERIENCES	RESOURCES
View a film or filmstrip depicting aspects of the later years of life. Working in groups, choose one aspect to investigate further (e.g., nursing home care, relationships with other family members, activities, special needs). Prepare and present an informative summary of your findings, using visuals if practical.	253 286 302 322
Invite both single and married retired persons to discuss their living costs (e.g., housing and utilities, food, health care, recreation, transportation, taxes, legal fees, insurance). Then invite a Social Security representative to discuss benefits provided upon retirement. Compare Social Security benefits provided with actual living costs. Summarize by suggesting ways individuals could plan for meeting the differences, if any.	
Using available resources, determine the average income of persons over 65 in the U.S. Further investigate the financial situation of older people in the country by determining what percentage receive Social Security, welfare payments, food stamps, or live below the poverty level. Share findings. Follow by devising strategies individuals can take to ensure financial security during the later years of life.	
Invite several active senior citizens to discuss what they do with their free time. Ask about hobbies and activities that have carried over from earlier years. Summarize by developing a list of activities or interests one can pursue to help ensure that the later years of life are satisfying ones.	
Look through your telephone book or community services directory to identify organizations and agencies designed to serve senior citizens. Develop a summary list. Select one or more to visit and arrange to talk with individuals being served. Find out about specific services provided and the usefulness of each. Summarize findings in a class discussion related to the value to senior citizens of knowing about and taking advantage of available community services.	
Interpret the meaning of the quote "If you have good health, you have everything." Discuss why good health is so important in the later years of life. Investigate ways to optimize your chances for lifelong good health and share findings in class.	
Interview your parents to discover what expectations they have for themselves after all children have left home. Discuss the positive and negative attitudes discovered. Use what you learned to suggest strategies for developing a positive attitude toward life in later years.	
If there is an active "seniors only" retirement village near, take a field trip to observe the activities and lifestyle of the residents. In a follow-up class discussion, examine the advantages and disadvantages of homogeneous living arrangements.	
View *Leo Beuerman*. Identify events in his early life that influenced the character of his later years. Use what you learned to suggest strategies these handicapped persons can take to ensure that the later years of life are satisfying ones.	276
Ask a guest speaker from the field of gerontology to discuss the myths and fallacies, both physical and psychological, surrounding aging. Examine your own feelings about growing old. Write a short paper describing what you can begin to do now to ensure that your later years of life are satisfying ones.	

SUGGESTED
PROGRAM GOAL

The student will be able to use knowledge of human growth and development to provide effective care and guidance for children in the family setting.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe the reproductive process and the principles of heredity.*

LEARNING EXPERIENCES	RESOURCES
View *Human Heredity*. Define terms related to heredity such as chromosomes, genes, dominant and recessive traits. Differentiate between the prenatal development of fraternal and identical twins. Conclude by reacting to myths about heredity (e.g., Blondes have more fun; His grandfather was a horse thief, . . . no wonder he's no good; Red heads have short tempers).	271
Collect pictures of your relatives or famous people and bring to class. Scramble the pictures and post them on a bulletin board titled "Who's Who?" Then try to match the pictures with the classmate or celebrity to whom they belong, comparing individual characteristics of the persons as you do. Afterward, develop a list of physical traits often determined by heredity. Follow by discussing the effect of dominant and recessive inheritance factors in determining personal characteristics.	
Investigate common dominant and recessive genes (e.g., eye color, dominant hand use). Explain what is meant by the terms and how they work in human reproduction. Survey your class or school to discover the incidence of one or more inherited traits (e.g., left or right handed, blue or brown eyes, able to curl tongue or not). Share the results with those who participated.	27
In small groups, define the term "puberty." As a class, share definitions. Follow by discussing various aspects of male and female physiological maturity, including differences between male and female physiology and physical growth and development.	
View one or more films or filmstrips about the process of human reproduction. Summarize main points presented. Submit any questions you may have, anonymously, if you wish. Invite a doctor, the school nurse or a representative of your county health clinic to answer them.	367
In your own words, explain how the sex of a baby is determined. Write an essay or, as a class, prepare a debate on the topic "If it were possible to choose the sex of a baby it should (or should not) be permitted by law."	
Invite a representative of the medical profession to discuss genetic or hereditary counseling and its availability in your community. If you wish, investigate your family medical history to identify any factors you may want to consider before having children. Summarize findings in a confidential written report.	
Interview an attorney or physician, or consult printed materials, to determine why most states prohibit marriages of first cousins. Find out about the genetic, social and legal implications of such laws. Share findings via written or oral reports.	
Pretend you have been assigned to explain to a group of preschoolers "where babies come from." In groups, decide what information needs to be covered, what terms or words you might use, and ways to answer questions from the children. As a class, discuss the age at which knowledge of reproduction is needed and whose responsibility it is to provide the information (e.g., family, church or school). End by discussing the implications of not providing children with information about reproduction.	
During the time spent on reproduction, heredity and related issues, establish a "question box." Contribute questions you may have which have not been covered in class or which you were reluctant to ask during a class period. Spend a small amount of time at the beginning of each class session discussing these anonymous questions.	

SUGGESTED COURSE GOAL *The student will be able to assess the relationship between prenatal care and the health of mother and newborn.*

LEARNING EXPERIENCES	RESOURCES
Use classroom or library resources to develop a list of signs of pregnancy. Follow by discussing the nature of tests given to confirm pregnancy and the importance of early diagnosis to the health of both mother and newborn.	
View one or more films or filmstrips dealing with pregnancy and prenatal care. Follow by summarizing main points covered and identifying those aspects of prenatal care which are important to the health of both a mother and her newborn child.	282 298 330 353 355
Invite an obstetrician or a public health nurse to discuss the importance of prenatal care and some of the consequences of lack of care. Then, working in groups, identify one element of prenatal care to investigate further (e.g., nutrition, rest/exercise, clothing, selection of a physician). Share findings in a class symposium by formulating and answering questions related to each topic.	246 83 101 220 41
Invite a nutritionist to discuss nutritional needs during pregnancy, including the effects of nutrition on a growing baby and the special nutritional needs of pregnant teenagers. Work in groups to develop menus that will meet the needs of pregnant women. Share menus by explaining why foods chosen differed from those which might be chosen for the nonpregnant.	82 78 75 107 120
Read "Letters from Your Unborn Baby." Discuss the importance of nutrition during pregnancy and other factors cited that affect the health of both mother and newborn. Follow by locating current magazine or newspaper articles dealing with prenatal care. Share in class and relate to previous learnings.	167
Investigate the changes in attitude toward weight gain during pregnancy by interviewing a physician or consulting printed materials. Identify recommended weight gain for each trimester of pregnancy and determine whether there is a relationship between weight gain and the health of the mother and infant. Share findings in a written or oral report.	
Working in four groups, study the effects of tobacco, alcohol, venereal disease and drugs on the health of the mother, the unborn and the newborn infant. Determine what precautions are necessary during pregnancy to insure the optimum health of both mother and baby. Share findings in a class symposium.	49
Identify situations (danger signals) under which a pregnant woman should notify her physician (e.g., vaginal bleeding, fever over 100°, ruptured membranes). Use resources to determine reasons for notifying a physician under such circumstances. Share findings in a class discussion.	
Identify complications which may arise during pregnancy (e.g., ectopic pregnancy, placenta previa, toxemia, toxoplasmosis). Divide into groups to investigate causes, prevention, and effects on mother and baby. Share in a round-robin fashion with other class members.	140
Working in groups, determine what provisions are made in your community for providing low- or no-cost prenatal care. Find out what services are available, when and where, how much they cost, and who may use them. Devise a plan to publicize the prenatal services and to describe their importance for pregnant women (e.g., posters, fliers, speakers). Implement one or more of your plans in groups or as a class project.	185

SUGGESTED COURSE GOAL *The student will be able to describe the stages of prenatal development and childbirth.*

LEARNING EXPERIENCES	RESOURCES
View one or two films or filmstrips describing the stages of prenatal development. Work in groups to develop charts or diagrams illustrating the process. Display the charts for reference during this unit.	111 354 337 330 287 223 16 3 147
View one or more films or filmstrips about the process of childbirth. Invite a physician, nurse or midwife to discuss techniques used and services offered by a hospital during childbirth. Ask him or her to answer any questions raised by the films/filmstrips and summarize what you learned. Follow up by taking a field trip to a local hospital maternity ward to view the facilities discussed.	268 297 366 260 308 359
Find out how the expected birth date for babies is calculated and work through several examples. Summarize by discussing the reliability of this calculation and what actually determines when birth will occur.	
Divide into three groups to investigate the three stages of labor. Prepare illustrations or diagrams showing the process. In the order they occur, explain to other class members what happens during each stage.	
Invite representatives from various birth preparation organizations (i.e., Childbirth Education Association) to discuss their philosophies regarding preparation for childbirth and methods of delivery. Compare viewpoints in a class discussion.	146
Hold a brainstorming session to identify superstitions associated with pregnancy and childbirth. Arrange to interview persons who have either experienced pregnancy or have had professional training related to it to learn more about the superstitions. Share findings in a class discussion and reevaluate the superstitions in light of new knowledge gained.	
Invite a panel of new mothers to discuss their pregnancy and childbirth experiences (e.g., normal delivery, caesarean section). If possible, include new fathers who have participated in childbirth. Summarize similarities and differences and identify reasons for them.	
Investigate the history of, reasons for and procedures used in a caesarean section delivery. Discover why the incidence of caesarean births has increased. Share information in a class discussion. Invite a caesarean mother and, if possible, a physician, to explain the procedure and answer questions.	
Interview your own mother, grandmother or aunt about her experiences during pregnancy and childbirth. Analyze the interview(s) to determine attitudes toward the experience. Share the experiences and perceived attitudes with class members. End by brainstorming ways to develop a positive attitude toward pregnancy and childbirth.	201
Investigate the causes and rates of maternal and neonatal mortality throughout the world. Discuss your findings and suggest strategies that could be used to reduce the rates.	

SUGGESTED COURSE GOAL *The student will be able to summarize the physical, social and emotional adjustments associated with pregnancy and childbirth.*

LEARNING EXPERIENCES	RESOURCES

Invite a panel of women at different stages of pregnancy to discuss the physical and emotional changes they have experienced so far. Summarize similarities and differences in terms of stage of pregnancy and other factors that may have been responsible (e.g., age, lifestyle) in a follow-up class discussion.

View films and locate stories or articles about life adjustments in the home after the birth of a child. In small groups, identify possible frustrations that might develop on the part of mother, father and other children in the family. Suggest possible solutions to these problems in a large group discussion. 252

Invite a nurse or physician to discuss the normal physical changes which occur in women following childbirth and when they occur. Find out approximately how long it takes before a woman is fully recovered from childbirth and what factors may contribute to the recovery. You may also wish to ask about post-delivery complications that can occur and the need for a postpartum examination to discover them. Summarize main ideas presented in a follow-up class discussion.

Work in groups to investigate pre- and postnatal adjustment, including the father's role associated with it. Develop a summary report describing the nature of the adjustments that must be made during and after pregnancy by both father and mother. Share summaries in a class discussion. 164

Invite a panel of new parents to discuss questions related to the postnatal period. These might include:

- How does a mother feel mentally and physically after childbirth?
- How do a baby's demands affect the mother? the father? other family members?
- In what ways can a baby adjust to the family schedule?
- What care should be taken of a new mother?
- What physical and mental adjustments must a mother make after childbirth?
- What management techniques can help meet the time and energy demands of a newborn child?

Keep a record of responses to questions and summarize main points made.

Working in groups, identify reasons some men may feel rejected during the course of pregnancy and childbirth. Share ideas in a class discussion and identify implications these feelings might have for a couple. Summarize by suggesting ways the identified feelings might be avoided or alleviated.

It is often said that the addition of children can change a couple's lifestyle. Interview couples to discover their reactions to this statement and discuss your findings in class. Invite a couple who agreed and one who disagreed with the statement to discuss their reasoning with the class. Write a brief essay describing whether children will or won't change your lifestyle and why.

Divide into groups to investigate the cost of having a baby. Include the cost of prenatal care, delivery, furnishings for the baby, maternity clothes for the mother and any others you may discover. Also calculate any lost income on the part of either or both parents. Compare this with the cost of raising the child during the first year. Report your findings and discuss the implications of the financial adjustments a couple makes in order to have children.

Invite a representative of a parenting or parenthood education group to explain services available in your community for expectant or new parents. Discuss the importance of preparing not just for the birth of a baby but also for raising the child. Summarize insights gained in a follow-up class discussion.

Using interviews or printed materials, examine the problems a young couple may face if they do not have family members nearby to help during pregnancy and following childbirth. Share findings and develop a summary list of possible complications. Follow by brainstorming ways your community could help alleviate these problems.

SUGGESTED COURSE GOAL *The student will be able to describe both the nature and causes of hereditary and environmental influences associated with pregnancy and childbirth and the steps which can be taken to prevent or minimize or optimize them.*

LEARNING EXPERIENCES	RESOURCES
View one or more films or filmstrips describing the nature and causes of hereditary and environmental irregularities associated with pregnancy and childbirth. Summarize main points presented. Follow up by selecting one irregularity to investigate further. Share findings by conducting two symposiums organized around the hereditary irregularities and the environmental.	265 264 294 257 292 360 321
Invite a representative from the March of Dimes to discuss preventable birth defects. Focus questions on the types of defects which can be controlled and methods for controlling them. Use what you learned to create a collage or bulletin board titled "Birth Defects Can Be Prevented."	122 102 78 42 43 209 52 50 100
Invite a maternity ward nurse or a physician to discuss physical complications which may occur during pregnancy and childbirth (e.g., breech birth, premature delivery, need for caesarean section). Ask either one to identify both the causes and procedures used to deal with them. Summarize main points presented.	60
Working in groups, investigate high-risk categories of pregnant women (e.g., over 30, teenage, diabetes, Rh factor, heart disease, obese). Determine why each group is considered to be high risk and identify measures that can be taken to minimize the risks to both mother and newborn. Share findings in a class discussion.	34
Working alone or in groups, study sex-linked characteristics (e.g., hemophilia, muscular dystrophy, color blindness) which tend to be hereditary. Develop picture or word diagrams to explain how some children may carry and pass on the characteristic, some may be affected by it, and others may neither carry nor be afflicted by it. Share findings by explaining diagrams in a class discussion.	
Use interviews or printed material to discover what the process of amniocentesis is and how it may be used during pregnancy to detect special situations. Determine where in your area the process is available and for whom. Follow by inviting a woman who has had the procedure performed to tell about her experience and answer related questions which may have arisen.	
Ask a pediatrician or other physician to discuss the physical examination given to newborns, including procedures used, tests given and other safeguards taken. Find out about the value of well-baby checkups and the necessity of immunizations during the first year. Summarize in a follow-up class discussion.	
Survey your community to discover community groups and resources which provide education and other services to families with members who have birth defects, hereditary diseases, handicaps or other special needs (e.g., March of Dimes, MD). Make a catalog of such services in your area. Follow by planning and helping to coordinate a community fair for all of the agencies to distribute information about community resources.	
Take a field trip to a school, training facility or other organization which trains the mentally retarded. Observe the facility, the staff and volunteers, and the students, clients or patients. Find out about the purpose of the facility (e.g., custodial care, education), the source of funding, how long students stay, requirements for staff and volunteers, kind of program offered and any other pertinent data. Upon your return, write an analysis and evaluation of the facility, recommending improvements needed, if any.	
Ask a hospital representative to describe the facilities available in your area for newborns who may need immediate specialized neonatal care. If special facilities are some distance away, find out what emergency transportation is available and what cooperative efforts make it possible. If possible, follow by taking a field trip to view the facilities firsthand.	

SUGGESTED COURSE GOAL *The student will be able to summarize the developmental principles and patterns associated with the physical, social, emotional and intellectual growth of infants and young children.*

LEARNING EXPERIENCES	RESOURCES
General Introductory	
Select a lemon (or other fruit or vegetable) from a bag as it is passed around the room. Study your lemon carefully, noting its unique characteristics. Then scramble all the lemons in the bag and see if you can find the one you originally had. Use the exercise to discuss how early hereditary and environmental influences may have affected the growth and development of the lemons. Follow up by constructing a display that compares influences on the growth and development of a lemon with the influences on human growth and development. In a discussion about influences on human growth and development, consider such topics as prenatal environment, family stage in the life cycle, family stability, family authority pattern, place among siblings, culture, babysitters and peer group.	
Study the concept of self-actualization by viewing films, reading books or articles and interviewing counselors and psychologists. In a class discussion, identify famous persons who have overcome limiting early influences (e.g., Teddy Roosevelt, Helen Keller, Stevie Wonder, Ray Charles). Follow by generalizing about ways individuals can alter the effects of heredity and environment.	243
Use available classroom and library resources to construct a list of the principles of human development (e.g., occurs through maturation and learning, proceeds at different rates for different individuals, is continuous but uneven, proceeds in an orderly manner from the general to the specific). Note the kinds of abilities that might be related to each principle and use these to identify the major categories of human development (e.g., physical, motor, social, emotional, intellectual, moral/character). Explore the categories in turn by completing one or more activities related to each. Suggestions follow.	16 3 2 329 311 117 179
Physical	
Study the process of physical development in young children using films, filmstrips and printed materials. Comparing information gathered with your classmates, discuss these aspects of physical development: factors that influence individual differences in growth, influence of child acceptance of physical maturation on other aspects of human development.	124 98
Construct a bulletin board of silhouettes that illustrate changes in body shape and proportion from infancy to adulthood. Observe infants and young children, noting differences in their physical growth. Develop one or more generalizations about physical developmental patterns based on your observations and study.	
Motor	
View *Physical Growth and Motor Development*. Observe children at play, noting their physical activities. Use information gathered from your observations and the filmstrip to summarize the general patterns of motor development according to primary coordination, secondary coordination and integrated movement.	350 5
Hold a class round-robin discussion to recall times when you learned to ride a tricycle and a bicycle, tie your shoes, write your name, climb a rope. Afterward, determine the kinds of motor development required to carry out each of these activities. Follow by constructing a list of factors that influence motor development.	
Invite a pediatrician or pediatric nurse to discuss the physical abilities of the newborn. Identify the reflex reactions common in infants and discuss their importance in development.	124
Social	
View films and filmstrips or read pamphlets or textbook sections dealing with social development. Use what you learned to develop definitions of socialization and summary charts illustrating the process of social development.	326 281 317 313 112

Observe children at play, recording common forms of their social behavior (e.g., bullying, cooperation, shyness, teasing, dependency, aggression). List the social skills you feel are necessary for positive social interaction. Share lists in class and discuss ways these social skills might be developed. 173

Identify conditions that may influence social development (e.g., peer-group acceptance/nonacceptance, family support/nonsupport, self-concept, opportunities to interact with others, role preferences in group situations). Then, working in small groups, use what you learned to identify environmental conditions that might encourage optimum social growth. Share ideas in a group discussion.

Interview children of different ages to identify gifts they would choose for various people (e.g., mother, grandmother, older brother, friend, father, sister). Share findings and categorize by age. Use what you learned to formulate generalizations about the development of children's understanding of the needs of individuals around them.

Emotional

View filmstrips or read articles, pamphlets or textbook sections dealing with emotional development. Follow by observing children at play, noting their various emotional actions and reactions. Use what you learned to summarize the nature of human emotional development. 317 326 112

Locate cartoons and pictures that illustrate the expression of emotion by children of all ages. Develop generalizations about the nature of emotional development in a follow-up class discussion. Questions you may wish to consider include:

- What are some different ways of expressing emotion (physical tension, action, verbalization, interaction)?
- How might different people react to the same situation (laugh, cry, leave)?
- What are some reasons that may account for differences in emotional reaction (home environment, physical condition, self-concept, cultural background)?

Hold a class round robin to recall times when you felt strong emotions such as joy, humiliation, grief and fear. Identify ways you attempted to cope with these emotions. In small groups, determine ways childhood and adult emotions differ (e.g., length and intensity of emotional reaction, changeability of emotion, suitability of emotion). Share ideas in a group discussion.

View *The Development of Feelings in Children*. Select one emotion and investigate how the feeling develops in and is expressed by children of different ages. Share findings in a class discussion. 363

Intellectual

Use available resources to investigate intellectual development, including sensory, cognitive and language abilities. Work in groups to complete outlines of the basic principles of growth in each of these areas. Share outlines in a class discussion. 336 110

Study Jean Piaget's theory of intellectual development by attempting to answer the following questions about it: 3

- How does Piaget describe human nature?
- How does intellectual development occur?
- How do internal forces (maturation) and external forces (environment) affect intellectual development?
- What are the basic principles of Piaget's theory?

Share findings and summarize by discussing ways Piaget's theory may assist in understanding the process of intellectual development.

Ask children of various ages to draw pictures that illustrate their answers to questions about their environment (e.g., Why does it rain? What are stars made of? What lives in the sea? What is home? Where does fog come from? What is a cloud?). Compare drawings of the age groups, discussing differences and

similarities and possible factors that influenced formation of the concepts. Use your observations to develop one or more generalizations about the progression which takes place from concrete to abstract thinking.

Hold a class brainstorming session to identify environments conducive to intellectual development. Suggest rationales for creating an atmosphere that encourages children to create and discover. Then visit a child-care center in your community that encourages intellectual development. Identify specific techniques used. Summarize findings by discussing how each technique observed encouraged one or more forms of intellectual development (e.g., sensory, cognitive, language).

Observe children engaged in conversation or otherwise displaying language abilities. Record examples of specific word and sentence use at different ages. Use what you learned to develop a chart illustrating the progression of language usage in children. 5

Moral/Character

Divide into groups representing ages 6, 10, 14 and 18 years. Try to think as though you were actually that many years old and complete the following sentences: "I wasn't stealing, I just . . . ."; "I can't borrow your homework to copy because . . . ." Compare answers. Follow by discussing possible ways conscience develops and reasons for differences in ideas of right and wrong among various age groups and individuals.

Use available filmstrips and printed resources to investigate Piaget's stages of moral development (nonrecognition of rules, recognition of the conventional and arbitrary character of rules, manipulation and recognition of changeability of rules) and Havighurst's stages of character development (amoral, expedient, conforming, conscientious, irrational, rationally altruistic–*Developmental Tasks and Education*, 3rd Edition, New York: David McKay Co, Inc, 1972). Afterward, work in groups to develop bulletin boards illustrating each. Review in a class discussion by pointing out ways an understanding of these processes can be used in working with children. 3

Observe children in a nursery school, recording incidents that may affect a child's character development. Share observations in a class discussion. Consider the influence parents exert in the character development of their children by identifying and evaluating incidents that have occurred in your home or in the home of a young child you know.

General Summary

Write a short paper describing a child you know in terms of his or her physical, social, emotional and intellectual growth. Organize the information about the child according to appropriate ages and stages of development.

In groups of two or three, and using a case study, determine whether the child described is developing at a normal rate physically, socially, emotionally and intellectually. Cite specific examples in a class discussion of behavior or ability which led to your conclusions.

After investigating the principles and patterns of human development, construct a poem summarizing the physical, social, emotional and intellectual development characteristics of children at a specific age (e.g., "I Am Two"; "I Am Three"; "I Am Four"). Share your work by organizing a class poem-reading session.

SUGGESTED COURSE GOAL *The student will be able to describe ways of meeting the physical needs of infants and young children.*

LEARNING EXPERIENCES	RESOURCES
View one or more films describing necessary physical care of newborns. Formulate any questions you may have about them. Then invite a pediatrician or parent of a newborn to discuss these and other questions related to the subject (e.g., How important is a feeding schedule? How important is breastfeeding? What are the best sleeping arrangements for an infant? What are some common infant care problems and their solutions?). Summarize main points covered in a class discussion.	288 293 68 37 72 46 69 38
Working in groups, investigate factors relating to meeting the nutritional needs of infants (e.g., breast vs. bottle feeding, commercial vs. home-prepared foods). Share findings in a class discussion. Follow by suggesting alternative ways of meeting other physical needs of infants (e.g., cloth vs. disposable diapers). Evaluate each in terms of cost, time savings and satisfaction.	70 53 54 51
View *Feeding Your Young Children* or *Food and Nutrition*. Work in groups to use classroom or library resources to develop summaries of the special nutritional needs of young children and compile lists of food preparation and serving techniques appropriate for meeting them. Share findings and use them to develop a bulletin board for classroom display.	319 320 33 178
After learning about the nutritional needs of young children, work in groups to plan and prepare a sample lunch for a preschool child, considering the basic four food groups, appropriate serving sizes and methods of serving. View lunches prepared by other groups. Follow by planning a breakfast, two snacks and a dinner that would round out the day's nutritional needs.	121 57 180
After studying the physical growth patterns of young children and the factors that affect the patterns, work in groups to design a nursery school environment that would be helpful in assisting young children to reach their optimal physical growth. Be sure to consider food, activity, rest and various types of play equipment. Implement your ideas, if possible, in a real nursery school environment.	6
Use available classroom and library resources to develop a list of criteria for selecting clothing for infants and young children. If possible, obtain samples of children's clothing from a local department or clothing store and use the criteria to evaluate the various types.	66 45
Work in three groups to investigate the process of toilet training as follows: signs of child readiness for toilet training; different methods of toilet training; parental activities that encourage and discourage toilet training. Share findings in a class discussion.	141
Working in groups, investigate ways of helping young children develop positive self-care habits (e.g., eating nutritious foods/snacks, dressing self, brushing teeth, washing hands and face, combing hair, getting sufficient rest). Prepare a report describing what you learned. Share reports in a follow-up class discussion.	3 56 62 226
Ask a member of your county health department to explain the need for infants and young children to be immunized against various diseases. Make a chart or poster illustrating immunizations and ages at which they are recommended. As a follow-up, find out what the policy is in your school district regarding immunizations required for school entrance.	
View *War of the Eggs* or another film or filmstrip about child abuse. Invite one or more representatives of Parents Anonymous, a local law enforcement agency or the Children's Services Division of the Department of Human Resources to discuss the film and child abuse. If possible, locate statistics or other information about child abuse and its causes, as well as local and state laws related to it. Report back to class. Follow by writing a short essay recommending ways child abuse might be avoided or eliminated.	299

SUGGESTED COURSE GOAL *The student will be able to describe ways of meeting the social, emotional and intellectual needs of infants and young children.*

LEARNING EXPERIENCES	RESOURCES
Social	
Use available classroom and library resources to investigate ways that children develop primary and secondary attachments. Share findings in a class discussion by answering these questions: Are primary attachments equal when both parents or only one is the primary caretaker? At what age is the stranger anxiety most crucial? How can parents minimize stranger anxieties for small children? How can parents maximize the development of healthy attachments?	169 170
View two hours of television and record the length and number of commercials and the types of social behavior presented (including violence). Share findings in class and summarize by suggesting ways television programming may affect the social development of children.	249
Locate children's books or cartoons depicting male and female stereotypes. Develop a list of the most common portrayals and discuss whether you agree or disagree. Follow by suggesting ways adults can help children establish healthy gender identities.	
Emotional	
View filmstrips related to emotional needs. Summarize the major facts presented about them. Then make a list of factors that encourage and hinder the development of positive emotional support systems. Follow by working in groups to develop programs of parental activities that would help children feel stable and secure. Share ideas in a class discussion.	340 331 332 333 334
Use classroom and library resources to locate definitions of individualization, autonomy and competence in children. Write a short essay explaining how you feel the development in one of these three areas might contribute to development in the other two. Share ideas. Follow by discussing the advantages which result for parents when children achieve individualization, autonomy and competency and by suggesting ways parents can encourage their children's achievement in these areas.	
View filmstrips describing everyday problems of young children. Conduct a "Child's Point of View Day" in class by performing tasks under conditions that simulate childhood limitations (e.g., walking on hands and knees; acting out messages like "I lost my teddy bear" or "I love you" without words; trying to eat out of a mixing bowl with a cooking spoon; trying to eat with the hand you don't normally use; trying to button a shirt with mittens on). Follow by discussing the frustrations experienced and by suggesting ways they could have been eased by an alert adult.	318 362 373
Hold a class round robin to identify crisis situations which can cause stress in children (e.g., moving to a new home, rejection by peers, birth of a sibling, death of a relative or pet, fear of the dark, divorce or separation). Work in groups to investigate possible approaches to the problems (e.g., interview professionals or parents, locate and read books and articles, view filmstrips). Share findings in a class discussion.	
Use classroom or library resources to locate definitions of self-esteem or self-concept. Divide into groups to brainstorm ways self-concept may affect a child's development. Share ideas and follow by suggesting ways adults can help children develop positive self-images.	149 250 189 332 328
Read "My Declaration of Self-Esteem" in *Peoplemaking*. Follow by writing a short essay describing ways in which you could help a child you know develop a positive self-esteem.	225

View *Preparing the Child for Learning*. Use the information presented to develop a bulletin board illustrating ways parents can encourage the intellectual development of their children (e.g., reading to children, motivating learning behavior, meeting physical and emotional needs of the child). 358 44 103 182

Investigate the process of visual development by viewing filmstrips or reading sections in one or more child development textbooks. Work in groups of two or three to design a program that would stimulate an infant's visual development through means such as crib toys, room design, games and environmental changes. Share your work. Summarize by predicting the possible effect of an overly stimulating or a sterile environment on a child's visual development.

After learning about the intellectual development of children, write a short essay entitled "A Parent Is a Child's First Teacher," describing the impact parents have on their children's intellectual development. Share essays and summarize steps previously identified that parents can take to encourage their children's intellectual development. 180 241 73 48

Take a quiz about the educational value of children's television programs such as the one given in the *Family Guide to Children's Television*. View one children's program and analyze in terms of learning concepts presented, method of presentation, advantages, disadvantages and suitability. Share findings. Follow by working in groups to write a script for an educational television program. 195 162

Read one or more books or articles dealing with the development of creativity in children. Write descriptions of situations that would stimulate or stifle the development of creativity in children. Share ideas and implement one which would encourage the development of creativity in a child you know. 163 210

SUGGESTED COURSE GOAL *The student will be able to describe ways of helping children learn through play.*

LEARNING EXPERIENCES	RESOURCES
View one or more films or filmstrips dealing with children's play. Summarize the main points presented. Follow by reading books or articles describing the value of play. Use what you learned to write a paragraph beginning with: "If I were a child, play would help me . . . ." Share paragraphs about the value of children's play in a class discussion.	261 352 351 254
Arrange to observe children at play in various settings. List the types of activities the children are involved in in each case. Share lists in class and identify the types of skills the children were gaining in each instance (e.g., intellectual, social, physical).	
Invite a child psychologist or other qualified professional to discuss the nature, meaning and value of play therapy. Summarize main points presented by discussing ways in which play contributes to the physical, social, emotional and intellectual development of children.	47 204 238
Locate and read articles or textbook sections dealing with the selection of toys and recreational equipment for children. Work in groups to develop guidelines for the selection of play equipment for infants, toddlers, preschoolers, primary students and intermediate students. Consider that which is suitable for indoor and outdoor play, large and small muscle development, creative and cognitive stimulation, as well as safety factors related to each. Share ideas in a group discussion.	155 81 58
Using classroom and library resources, identify the various categories of play activities (e.g., creative, dramatic, organized, free and spontaneous, manipulative, constructive). List examples of each type of play. Then, working in groups, select one category and develop lesson plans for several activities which fall within it. Share plans and use to compile a class notebook of ideas for future use.	89 40 99 97 64 175 284 300 166 263
Set up activity areas for various art mediums (e.g., finger paints, easel paints, collage materials, play dough). Invite children of various ages to work with them. Note the value of each activity for children at different developmental levels. Summarize by developing guidelines for use in selecting and planning art activities for children.	156 153
Hold a class round robin to think of statements you have heard adults saying about children's art (e.g., But cows aren't purple. That doesn't look like a house to me. What are you drawing? I like that color, but tell me what it is.). Determine which statements create positive feelings and encourage creativity and which do the opposite. Make suggestions for changing negative statements to positive ones.	232
Collect examples of children's music. Then visit a preschool session, play the music and record the children's reactions according to age. Compare differences and similarities in observations. Use these as bases for identifying important considerations in selecting musical activities for children at different developmental levels.	239 157
Ask the school librarian to discuss considerations in selecting books for children. Use what you learned to evaluate the appropriateness of several books for children of various ages. Share evaluations. Summarize by developing a list of guidelines for selecting literature for children.	
Working in groups, investigate storytelling techniques, identifying several effective approaches. Try out the techniques on a group of preschool children and evaluate results. Use what you learned to write a brief children's story, including illustrations, if you wish, and tell it to the rest of the class.	
Investigate the factors involved in planning and managing a preschool by completing one or more of the activities listed in *Child Care Occupations Handbook*. Use what you learned to plan a preschool curriculum,	247 158

considering factors such as a central theme, equipment and supplies needed, routines and schedules, and room arrangement. Implement, if possible.

Visit a preschool in operation to observe activities provided and techniques employed. While there, interview one of the teachers to find out about behavior problems and ways of handling them (e.g., nagging, refusing to eat, fighting, refusing to participate, interrupting group sessions). Summarize what you learned in a class review session.

Locate definitions of the word "concept." List several concepts one might include in a preschool curriculum (e.g., verbalizing, shapes, numbers, science principles, nutrition, alphabet). Working in small groups, develop play activities, including equipment, which would effectively introduce the concepts to children. Use your ideas in a preschool setting. Evaluate results by summarizing the planned and unplanned learnings which took place as a result of the activities. 154 240 190 219 191

SUGGESTED COURSE GOAL *The student will be able to analyze the concepts of guidance and discipline and their relation to the development of a healthy, happy and well-adjusted child.*

LEARNING EXPERIENCES	RESOURCES
Locate definitions of the terms "discipline" and "guidance." Compare, noting differences between them. Follow by discussing the advantages of encouraging children to improve their discipline as they grow older.	105
Interview parents to determine how much guidance they give their young children in various areas (e.g., use of time, play activities, use of television and handling of responsibilities). Find out how the practices encourage positive self-growth. Share findings in a class discussion. Follow by compiling a list of effective child-guidance techniques discovered.	
Locate various printed guidelines for adults who are working with children. Discuss how each may affect situations in a nursery school or at home, if applied. Determine whether any of the guidelines could be applied to relationships with people of other ages.	142 217 9 171 183
Hold a class round robin or observe children in actual situations (e.g., grocery store, restaurant) to compile a list of statements often used by adults in describing or discussing a child's undesirable behavior. Divide into small groups and develop suggestions for changing the negative statements to positive ones that might give children choices within limits and encourage better cooperation. Discuss how the two approaches differ.	
As a class, brainstorm behavioral difficulties which may occur during babysitting. Work in small groups to suggest appropriate strategies for dealing with these situations. Share your strategies, comparing and contrasting the appropriateness of each.	
Invite a panel that includes parents and preschool or day-care workers to discuss common discipline problems and possible solutions to them. Ask panel members about their philosophies or general views regarding child guidance and discipline. Follow by developing your own philosophy or stating your general views about guidance and discipline for young children. Share and compare with other class members.	
Work as a class to identify possible reasons children misbehave. Think of examples of behavior that could have been prevented, considering Haim Ginott's Theory related to avoiding self-defeating patterns. Follow by writing short verbal exchanges between children and adults which illustrate how a particular child's misbehavior has been prevented as a result the parent's prior insight.	181
Using available classroom and library resources, work in groups to investigate authoritarian, authoritative and permissive methods of childrearing. Share findings in class by discussing the characteristics of each method and the effects upon children. Follow up by discussing the necessity of establishing limits in society and in families. Develop suggestions for how those limits should be established, when they should be changed and the process by which they should be changed.	6 63
View a film or read books and articles describing child-rearing practices in other cultures. Summarize what you learned by identifying practices which might be appropriate for use in this country.	303 150
Write a brief statement describing the manner in which you have been raised. Include both the procedures used and the philosophy which may have accounted for them. Then discuss the statement, "We raise our children the way we were raised," exploring the positive and negative implications of it. Follow by writing another statement describing how you plan to raise your own children to be healthy, happy and well-adjusted, and how and why it may differ from the way you have been raised.	

SUGGESTED COURSE GOAL *The student will be able to describe special situations (e.g., adoption, single-parent families, neglect, physical abuse, physical/mental handicaps, illness, accidents) that may be associated with parenting and ways to cope with them.*

LEARNING EXPERIENCES	RESOURCES
Working in groups to formulate definitions of the terms "over-parenting" (e.g., overprotecting, indulgent) and "underparenting" (e.g., neglect, abuse). Share definitions in class and develop suggestions for ways parents can strike a balance, considering the needs of both parents and children.	
View films or filmstrips and read books or articles describing the problems which result when parents cannot or will not meet the responsibilities associated with parenthood. Summarize the main points presented and discovered in a class discussion focusing on the nature of these problems (e.g., abuse, neglect), the cause(s), the frequency and the range of severity of their occurrence.	259 262 299 312 227 214 224 237
Invite representatives from children's services agencies or self-help organizations (e.g., Parents Anonymous) to discuss steps which can be taken to alleviate child abuse and neglect. Summarize what you learned in a follow-up class discussion.	
Invite representatives from social services agencies, institutions and organizations to discuss child welfare laws. Attempt to determine their opinions regarding the effectiveness of child welfare programs and laws related to child welfare. In a follow-up class discussion, determine the degree to which you agreed or disagreed with the viewpoints presented.	
View one or more films or filmstrips dealing with problems faced by families with exceptional children (e.g., the mentally retarded or physically handicapped). Develop a list of the most common types of "exceptional" children. Work in groups to investigate the nature of the problems and necessary adjustments related to each. Make use of as many sources of information as possible, including library and classroom resources, community members and agencies that deal with exceptional children. Share findings in a class symposium.	280 277 275 296 285 273 301 255 289 361 17 248 32 1 184 161 77
Invite a panel of parents who have children with special needs to discuss the nature of the needs and the ways they are met. Ask specifically about the different kinds of needs (e.g., physical, social, emotional, intellectual). Summarize what you learned in a follow-up class discussion.	335 343 94 95 79 76
Arrange a simulation day in class and attempt to carry out routine tasks while acting out various physical handicaps. Afterward, share difficulties encountered and feelings associated with the experience. Use insights gained to develop suggestions for meeting the needs of physically handicapped children.	
Arrange to interview parents who have raised or are raising children under these circumstances: as an adoptive parent, as a stepparent, as a single parent. Find out as much as possible about the problems encountered by both parents and children and steps taken to alleviate them. Work in groups to summarize findings and share in a follow-up class discussion.	87

After learning about the process of adoption and some of the problems which may be faced by adopted children, organize a panel of adoptive parents and mature adopted children to address the class about ways these problems can be minimized. Focus questions on topics such as how to tell children about their adoption, attitudes and feelings about adoption as children grow older, and the relationship of adopted children to their natural parents. Summarize the main points discussed.

Locate and read current articles on Sudden Infant Death Syndrome (SIDS or crib death). If there is a parent support group for SIDS in your area, ask a representative to share some problems of SIDS families or ask a social worker or physician to tell about the impact on families when an infant dies of crib death. Summarize by discussing the special problems uncovered and suggesting ways families can cope with the situations.

Working in small groups, investigate strategies for helping young children deal with family crises such as hospitalization of the child or a parent, death of a family member, chronic illness of the child or a parent, or a similar situation. Share strategies discovered with classmates.

SUGGESTED COURSE GOAL *The student will be able to suggest ways parents can promote the health and safety of children.*

LEARNING EXPERIENCES	RESOURCES
Use available classroom and library resources to investigate the nature of a childhood illness (e.g., measles, chicken pox, mumps). Prepare a report describing the symptoms of the illness, its duration, communicability and possible long-range effects. Share findings in a class discussion. Then invite a physician or public health nurse to discuss care techniques appropriate for dealing with childhood illnesses. Find out about signs of the various illnesses, determining need for contacting a physician, and immunizations available, including those required by law. Summarize main points presented in a review discussion.	65 106 233 84
After observing the behavior of infants and young children to the age of 8, work in groups to identify types of accidents that might typically occur at various ages (e.g., birth to six months, six months to one year, one to 3 years). List hazardous equipment and general dangers to children in each age bracket (e.g., highchairs, crib slots, poisons, light sockets, flammable clothing). Share lists and use to develop a bulletin board for classroom or school display.	104 61
View *Health and Safety*. Then investigate each room of your home to identify practices, equipment, materials and products that might be hazardous to a child's health. Follow by working with one or two other students to develop a list of guidelines for preventing child injuries in a home. Share guidelines in a class discussion. Review learnings by playing the game described in the article "Play it Safe."	323 85 242 35 86 159
Invite the school nurse or health instructor to demonstrate basic first aid techniques that can be used with children. Simulate accident or illness situations in the presence of the guest speaker and practice applying what you learned. Help organize a class in first aid or CPR for parents or other students. Offer to provide babysitting to enable parents to attend.	74 109
Working in groups, brainstorm types of accidents that might occur when children are traveling in autos. Share ideas in a large group discussion and develop suggestions for preventing them. Use what you learned to develop a handbook entitled, "Keeping Children Safe in Autos." Distribute to interested persons.	
Find out where the nearest poison control center is for your community and how to get in touch with it. Investigate common sources of childhood poisoning, suggest strategies to protect children and identify antidotes for poisons. Then, prepare posters using the "Mr. Yuk" symbol for use in teaching children about poisons.	
As a class, discuss the advantages and disadvantages of car seats and restraints for children. Visit a store, observe, and record the characteristics of such devices. Determine which one you would purchase if you had a young child and tell why in a written or oral report. As a follow-up, investigate the impact of federal safety standards on the design of car seats. Share findings in a class discussion.	
Survey your neighborhood or community to identify safety measures which have been taken to protect the health and safety of children (e.g., stoplights, crosswalks, block parents) and those improvements which still are needed. Develop suggestions for making needed improvements and forward to an appropriate community official.	
Ask a representative of your local fire department to discuss ways to improve fire safety in the home, ways to teach children fire safety, and ways to hold a family fire drill. Evaluate your own home from a fire safety standpoint and suggest to your parents ways to improve it. Share your findings and suggestions on a volunteer basis in class.	
Ask a representative from a consumer agency or organization (e.g., Oregon Consumer League) to talk about current federal standards designed to protect children (e.g., toy safety standards, child-proof medicine bottles, and sleepwear flammability). Discuss both reasons for the standards and ways they are enforced. Follow by developing suggestions for improving existing standards and suggesting procedures that could be used to make the changes.	

With permission, observe the activity in the emergency room of a nearby hospital. Record those situations involving children. Suggest ways these emergencies might have been avoided. If possible, follow by touring the emergency room facilities in the hospital to determine the function and purpose of them. Ask a physician or nurse to describe emergency room procedures, including admitting. Summarize findings in a class discussion.

SUGGESTED COURSE GOAL *The student will be able to describe community resources available to help families with children.*

LEARNING EXPERIENCES	RESOURCES

Hold a class brainstorming session to identify resources used by families with children which are provided by state, federal or local tax dollars. Group like resources together. Then select one or more groups (e.g., libraries, parks and recreation, transportation, 4-H, schools) and invite a representative to explain how the agency works and the services it provides. Summarize findings in a follow-up discussion.

Using available resources such as telephone and community service directories, compile a list of types of agencies available to help children and parents in your community or geographic area. Working in groups, select one category of agencies (e.g., those who treat a specific handicap) and arrange to visit one or more (e.g., Oregon School for the Blind or Oregon School for the Deaf). Find out about services provided and costs involved. Share findings in a class discussion. Follow up by completing one or more further related activities such as:

- Investigate volunteer opportunities to provide assistance to children and parents and become involved.
- Write an article for your school or community newspaper describing the services or value of the agencies you learned about.
- Hold a class symposium to determine what services, if any, should be reduced or eliminated in the event of community budget reductions.
- Write a position paper describing how your community could better serve the needs of parents and children.

Work in small groups to brainstorm criteria you feel should be used in evaluating child care facilities (e.g., cost, location, educational program, child-staff ratio, nutritional provisions, health and safety, schedule, guidance approach). Share ideas to develop a composite checklist. Using the checklist as a guide for observation, visit a number of child-care facilities in your community. Summarize the value of each of these resources in a follow-up class discussion. — 90, 236, 244

Survey your community to discover after-school activities available for elementary school children (e.g., Girl Scouts, YMCA or YWCA activities, 4-H, sports programs, music activities) and compile a list of them. Obtain all pertinent information about cost, hours, and who is eligible to participate. If possible, develop and implement a strategy for distributing this information to families with school-age children.

Compile a list of one-day activities and excursions (e.g., zoo, park, museum, tour) especially for families with children in or near your community. Investigate each activity to determine, for example, cost, hours, special equipment needed. Devise a strategy for publicizing your findings.

Invite a representative of your county extension office to explain the services they provide for families (e.g., educational programs, 4-H, pamphlets). Suggest ways families can utilize these services in a follow-up class discussion.

Sponsor a babysitting clinic for students in your school. Ask community members to participate in providing instruction related to health, safety and activities. Afterward, compile a list of the participants' names and make them available to persons who need trained babysitters.

Invite a representative of the Children's Services Division in the Department of Human Resources to explain what happens to children whose families can no longer care for them. Ask about the differences between foster care and adoption and the criteria used to select foster care homes. Follow up by asking foster parents to share their experiences with your class.

Imagine you are new in your town and you have children ages 4 and 8. Your spouse is employed so you must make most of the arrangements for getting settled. In small groups, brainstorm tasks which need to be accomplished and ways to go about them. Share your ideas in a group round-robin discussion. If your town has a newcomer's service, invite a member to explain its services as a follow-up activity.

Interview several full-time homemakers with preschool children. Inquire about community resources which they use and those which do not exist but are needed. Share findings in class and suggest ways needed resources could be made available in your community.

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SUGGESTED COURSE GOAL *The student will be able to describe procedures which are likely to result in babysitting experiences mutually satisfying to parents, children and babysitters.*

LEARNING EXPERIENCES	RESOURCES
Interview parents of young children to determine their views regarding effective babysitters. Questions might relate to topics such as desirable traits of a babysitter, parental expectations of babysitters, responsibilities for children's safety, limits to freedom in another person's home. Compare findings in a class discussion and use them to develop a "Babysitter's Guide" for future reference.	9
Hold a class brainstorming session to identify questions which should be asked before accepting a babysitting job and before parents leave for the day or evening (e.g., hours of babysitting, transportation, where parents can be reached). From insights gained, develop a form which would be useful in determining whether to accept a babysitting position and in carrying out responsibilities when accepted.	
As a class, identify appropriate methods of declining an offer for a babysitting job. Discuss situations that classmates have found especially difficult and practice saying "no" politely, but firmly.	
Working in small groups, share personal babysitting experiences and identify common problems that you have encountered or that others have encountered. Follow by discussing ways these problems could be successfully handled in the future.	92 39 55 91
After investigating the appropriateness of different toys and games for children of various ages, use your imagination to put together an inexpensive "Babysitter's Entertainment Kit." Share kits in a class discussion, taking note of ideas you may be able to use in future babysitting work.	
Working in pairs, find or invent a children's game, story, song, fingerplay or other activity which requires no equipment or materials. Identify the age group for which the activity is appropriate and share the activity with your classmates. Try to practice some of the activities each day until you feel able to use them in babysitting situations.	
Take a field trip to your school or community library. Ask the librarian to demonstrate effective methods of reading or telling stories to children and to discuss how to select stories appropriate for children of various ages. After you return, practice the suggestions given on each other.	
Divide into several small groups representing different age categories: birth to one year, two and three, four and five, school age. Identify special problems which may be related to caring for each group and activities that would be appropriate. Share ideas with other class members in a round-robin discussion.	
Ask a representative of the fire department to review procedures to follow in case of a medical emergency or a fire in another person's home. Make a bulletin board display to illustrate the suggestions given.	
As a class community service project, arrange to provide a babysitting service for a special event (e.g., election day, PTA meeting, sports event, Christmas shopping). Develop all plans, including schedules and activities. Evaluate results afterward by identifying specific procedures which contributed to the success of the experience for children, parents and students.	

SUGGESTED COURSE GOAL *The student will be able to recognize functions of family planning.*

LEARNING EXPERIENCES	RESOURCES

Using available resources and working in small groups, investigate various methods of contraception. Determine costs, effectiveness, availability, side effects, and ways they work. Share information and evaluate each method in a follow-up class discussion.

Ask a representative of your county health clinic or local Planned Parenthood group to discuss the function of family planning, services provided in your area, the cost, and to whom the services are available. Prepare questions for the speaker in advance and summarize answers given in a follow-up discussion.

As a class, brainstorm reasons a young couple may choose not to start a family immediately following marriage (e.g., to complete education, to be more financially secure, to travel). Discuss the implications of each reason. Interview young families to discover how long they waited to begin having children and why. Compare these responses with the reasons brainstormed.

Investigate various views on the spacing of siblings. Identify reasons and rationales for each viewpoint. Share findings in class, discussing the advantages and disadvantages of each view. Follow by writing an essay expressing your opinion about the optimal spacing of children.

Working in groups, calculate the cost of having and raising a child to age 18. Share findings. Follow by discussing the impacts the cost of children have on strategies for family planning.

As a class, examine this statement: "Children used to be an asset to a family; now they are a liability." Discuss or investigate the meaning of it (e.g., Is it true in an economic sense?). Follow by writing an essay agreeing or disagreeing with the statement and citing reasons why.

Discuss the impact of an unplanned pregnancy on the following families:

newly married couple both 20 in junior year of college
couple married two years, both employed
couple with infant six months old
couple with children 6 years and 8 years
couple with children 2 years, 4 years, 6 years and 10 years
couple with children 12 years and 15 years
couple with children ages 18, 20 and 22, with one grandchild

Identify problems they may face and decisions that need to be made. Summarize insights gained in a class discussion.

Find and read articles about the problem of world overpopulation. Discuss why population control is considered by some to be a political, religious, racial, social and economic issue rather than a matter of personal choice. Study one of the controversies in depth and report your findings orally or in writing. 176

Working in groups, examine the status of voluntary sterilization for men and women and identify methods commonly used. Share findings in class. As a follow-up, discuss why some families are turning to sterilization as a method of birth control.

Locate articles describing couples who have chosen not to have children. Share and discuss the motivations underlying each situation. Invite a couple who has remained childless by choice to discuss their decision with the class. Summarize major insights gained in a follow-up discussion.

SUGGESTED
PROGRAM GOAL

The student will be able to evaluate career and training opportunities available in the area of human services.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe specific occupations in the area of human services and factors which affect their availability.*

LEARNING EXPERIENCES	RESOURCES
Define "human services" in your own words. Describe what your community would be like if there were no human services performed in it. Discuss the impact of such a change on your family. Summarize by developing one or more generalizations about the importance of human services.	
Brainstorm and list human services occupations. Using magazine pictures of people performing human services, make a bulletin board or collage. Label the pictured occupations. Add more occupations as they are identified.	
Using the *Occupational Outlook Handbook*, identify job opportunities in the area of human services. Find out how many of these job opportunities exist in your community or nearby communities. Explore reasons why some jobs may not exist in your area. Discuss questions such as: Under what circumstances might these jobs become available in your community?	30
View *People Who Help Others*. Collect newspaper ads that relate to human services occupations. List the types of jobs offered under the category headings entry-level (e.g., child-care aide, babysitter), paraprofessional (e.g., health technician, nurses aide), and professional (counselor, doctor, teacher, nurse). Follow by identifying other careers that may not be thought of as human services occupations but may be related in some way (e.g., children's writer, toy designer). Share ideas in a class discussion.	310 347 28 158 25 8 206 29
Choose one human services occupation. Individually or in groups, interview a person in that occupation to discover what the person *really* does on the job. Afterwards, write a job description for the occupation. Compare findings and job descriptions in class.	
Hold a class round robin to develop a list of human services jobs that may be performed in the home to earn income (e.g., child care, services for the elderly or handicapped). Identify any rules or regulations that pertain to these home services. Summarize by preparing a bulletin board or display case illustrating the ideas.	
After investigating job opportunities in human services, hold a class brainstorming session to identify those opportunities that could be performed on a volunteer basis. Interview volunteer human services workers in your community to determine satisfactions derived through volunteer work and other possible advantages which may result (e.g., full-time paid employment, job experience for future employment ... ce). Share findings in a class discussion.	
Explore ways that groups (e.g., clubs, classes, families) can contribute to the field of human services (e.g., taking children or seniors on a field trip, making toys or other useful items for those in institutions, raising money for a community facility, entertaining, collecting needed items for community use). After considering resources, select a group project to carry out. Discuss reasons people may want to provide services in groups instead of individually.	
Take a field trip to a human services place of business (e.g., hospital, day care center, senior center, nursing home, department of human resources office, well-baby or other health clinic, social security office). While there, observe and identify all jobs being performed. Find out which are paid and which are volunteer. Ask a representative to join in a discussion of jobs observed to answer questions and add other pertinent information. Summarize findings about the place of business.	

Investigate job opportunities in human services occupations by undertaking one or more of the activities listed below. Hold a symposium to share findings.

- Investigate national growth trends in human services occupations and compare the figures to those for human services occupations in your own community.
- Investigate factors that influence work availability in your community (e.g., industry presence, economic conditions). Relate these factors to the availability of jobs in human services occupations.
- Predict changes that may occur in society during the next 25 years. Speculate about how these changes may affect the availability of jobs in the area of human services.
- Visit your local employment office to identify job listings related to human services.
- Compare job opportunities in human services in your community with those in a larger neighboring community, as well as with those in a smaller community.

SUGGESTED COURSE GOAL *The student will be able to describe ways of securing the training necessary to enter and advance in careers related to human services.*

LEARNING EXPERIENCES	RESOURCES

Working in groups, investigate ways to acquire training for human services occupations. Groups may wish to visit community colleges and universities to observe training sessions, study school catalogues to identify program offerings, or interview counselors and personnel managers. Identify training available within your community or within commuting distance. Share findings by holding a class symposium.

Invite a panel of guests from human services occupations to identify and discuss the education and training they have acquired. Compare and contrast the variety of experiences. Identify any unique experiences of the panel members and discuss how these experiences may contribute to securing training necessary to enter or advance in a human services career.

Survey people in human services occupations. Identify ways they received their training to enter their first human services job and any additional training received in order to advance. As a group, make a poster or bulletin board displaying your findings. Summarize by discussing the implications of the findings for those interested in human services occupations.

Explore your community to find a human services employer who provides training either prior to employment or on the job. Ask the employer or a representative to describe the training and to explain why it is provided. Share findings and discuss the advantages and disadvantages to the employer and the employe of such training.

Invite a representative of a local community college to discuss training opportunities and programs available in human services, the cost and length of training, and any admissions requirements. Summarize by discussing the services the community college can provide to help people get needed counseling, education training and job placement.

List jobs, both paid and volunteer, which junior high, high school or college students might seek to give them experience in human services occupations. Identify the job requirements, pay, availability and any other pertinent information. Discuss ways to secure such jobs in your community.

Discuss the topic "homemakers as human services workers." Identify ways homemakers acquire their training, and what skills an experienced homemaker possesses which might be useful in gainful employment. Calculate the dollar value of a homemaker based on the tasks commonly performed. Identify ways of better preparing people for the occupation of "homemaker."

Identify the skills and experiences acquired by you (and other members of your family) from your family. List all the skills related to human services possessed by you and your family. Share lists. Follow by discussing how these skills might be used to get a job in human services.

Ask a high school counselor or administrator to describe a four-year high school education plan that would enable students to acquire entry-level skills in human services occupations and to describe a four-year plan for students considering post high school education. Compare and contrast the two plans. Individually, prepare a four-year plan which would meet your needs based on a selected educational or training goal.

Invite a panel of human services workers to discuss the importance and overall role of communication in human services occupations. Ask them to suggest ways one might improve communication skills needed on the job. Summarize ideas by developing a pamphlet titled "Communication in Human Service Occupations."

SUGGESTED COURSE GOAL *The student will be able to analyze requirements for entry into and success in occupations related to human services.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm occupations related to human services. From the list, randomly distribute the title of one job to each student. Investigate the entry requirements and share findings in a class discussion. Compare entry requirements and group jobs by them. Compare and contrast jobs in each group.	
View one or more television programs featuring persons in occupations related to human services. Afterward, list traits which appear to be characteristic of persons in these occupations. Share findings in a class discussion.	
View *What You Should Know Before You Go to Work*. Select one human services occupation and arrange to interview and observe persons employed in that job. Find out about training required, age limitations, responsibilities involved, working conditions, and interests, skills and abilities that would aid a person in the performance of the job. Share findings in a class discussion.	372 114
After selecting a human services job, make an appointment to visit a business or an organization where the job is performed. Ask about entry-level requirements, future possibilities and training requirements as they relate to the job. Report findings back to class and compile for future use.	
Invite a panel of personnel managers from human services businesses or organizations to discuss personal qualities necessary for entry into and success in occupations related to human services (e.g., patience, good health, amiability, dependability). Summarize by compiling a master list for classroom display.	196
Using articles, catalogues or bulletins from colleges, community colleges and other postsecondary institutions, identify careers for which they train students. Pick a career goal in the human services area and list courses available to prepare persons for entry level (e.g., paraprofessional, professional, other) as well as higher levels. Summarize findings in a written or oral report.	128
Identify part-time and volunteer human services jobs in your community. Determine entry-level requirements and other criteria for such jobs. Share information in a class discussion.	
As a class, plan a Job Fair or Career Day in your school or community. Be sure to include human services occupations. At the Job Fair or on Career Day, interview exhibitors in the human services field about requirements for entry into and success in the field. Share findings in a follow-up class discussion.	
Invite counselors and personnel managers to discuss issues of confidentiality related to human services occupations. Search through magazines and newspapers to locate articles concerning the violation of confidentiality in human services occupations. Follow by writing a brief story describing what might happen if an expected confidentiality is violated in a specific job situation. Share stories in class and summarize by compiling a list of expectations related to confidentiality in human services occupations.	
View *Preparing for an Interview*. Act out applying for a job in human services. Summarize by identifying techniques which seemed to be especially effective.	357

SUGGESTED COURSE GOAL *The student will be able to determine personal interests in and talents for occupations in the area of human services.*

LEARNING EXPERIENCES	RESOURCES
Explore your own interests in and talents for occupations in human services by taking an aptitude test or interest inventory. Use results to write an essay or journal entry describing the following: human services occupations you find most and least interesting and why; human services occupations which would be most suitable for you, considering present interests, skills and abilities; your overall feelings about pursuing a career in the area of human services.	119 114
Individually, identify and list the five things you do best. In a small group, brainstorm ways these skills might be used in human services occupations. Share your ideas with other class members.	
Make a list of your ten main interests and one of your ten main talents. Using information previously acquired about requirements for entry into and success in human services occupations, write a short essay describing which human services occupations you feel would best suit you.	
Brainstorm the traits of a person in a human services occupation. Analyze yourself as to whether you have these special talents and traits. Identify ways to cultivate desired characteristics in yourself.	
Working in groups of three to five and given different occupations from human services, identify the skills and talents you perceive would be necessary to the jobs. Interview a person engaged in each occupation about skills and talents needed for the jobs. Later, compare and contrast your views of the occupations with the views of the persons interviewed. Share findings in a class discussion.	
Survey people in several human services occupations. Identify skills common to all occupations and compile a list of them. Check those skills which you already possess. Suggest ways to acquire or develop additional skills.	
As a class, read a magazine or newspaper article involving the services contributed by a person employed in a human services occupation. Summarize the role of the worker depicted. Identify the personal traits possessed by the worker. Follow by writing a confidential paper describing how you might be able to assume the role of the worker described in the article, based on what you know about your own personal traits.	
Invite a representative of education or a representative of a human services business to share recent and future trends in human services occupations. Follow by discussing how these trends might allow you to use your interests and talents to pursue human services occupations.	
Interview a representative of a volunteer agency or a volunteer coordinator to determine needs for volunteers in your community. Rank order those opportunities which interest you. Compare your preferences with other class members. Discuss how volunteers and their skills and interests can contribute valuable time to the human services in your community.	
Develop a list of characteristics or traits you feel characterize a good homemaker. Compare and contrast with characteristics needed in human services occupations. Share feelings about full-time homemakers in a class discussion. Follow by writing an essay describing why you would or would not be satisfied in the role of full-time homemaker, identifying pertinent personal characteristics or traits.	

SUGGESTED COURSE GOAL *The student will be able to apply human services skills to other occupations.*

LEARNING EXPERIENCES	RESOURCES

As a group, identify the skills necessary for a competent babysitter (or other job commonly performed by class members). For each babysitting skill identified, brainstorm five or more other jobs where this skill might be used. Discuss the interrelationship of many human services skills. Analyze why this interrelationship may exist and discuss.

Make a list of jobs you hold or have held (both paid and volunteer). Give examples of human services skills used in those jobs. As a class, list and compare human services skills used in similar and different jobs.

Work in groups to develop lists of specific tasks carried out in the course of managing a home and family. Share lists and then describe human services skills that may be useful in carrying out the tasks identified. Illustrate findings on a bulletin board display depicting the use of human services skills at home.

Discuss problem situations that might arise when both partners in a home work outside the home. Suggest possible solutions to these problems by identifying human services skills that could be put to use by both partners in the home.

In small groups, think of things that might happen if no one in your home had any human services skills. Discuss possible situations. Summarize by generalizing about the importance of human services skills in family functioning.

In a class discussion, speculate about the role attitudes play in on-the-job relationships (e.g., between employer and employe; employe and employe; employe and customer/client). Then, working in groups, discuss situations that illustrate possible conflicts that might arise in each of the on-the-job relationships. Suggest ways the conflicts could have been prevented or minimized. Summarize by generalizing about the value of applying relationships skills in occupations other than those classified strictly as human services.

Invite a panel of persons employed in human services occupations (e.g., teacher, social worker, psychologist, nursery school teacher) to discuss the skills they use in their jobs. Develop a list. Work in groups representing clusters of occupations other than human services (e.g., clerical, food service, agriculture, industrial) to identify human services skills that would be useful. Share ideas in a class discussion.

Invite a local or state elected official (e.g., school board member, city council person, county commissioner, state senator or representative) to describe her or his duties as they relate to human services. Summarize by generalizing about the importance of human services skills to public officials.

Brainstorm a list of jobs not generally associated with human services. Discuss the questions: What are the skills needed for these jobs? Are there any jobs that do not require some human services skills? Follow by collecting pictures and words illustrating the use of human services skills in various occupations. Create a picture generalization about the many uses of human services skills in the world of work.

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

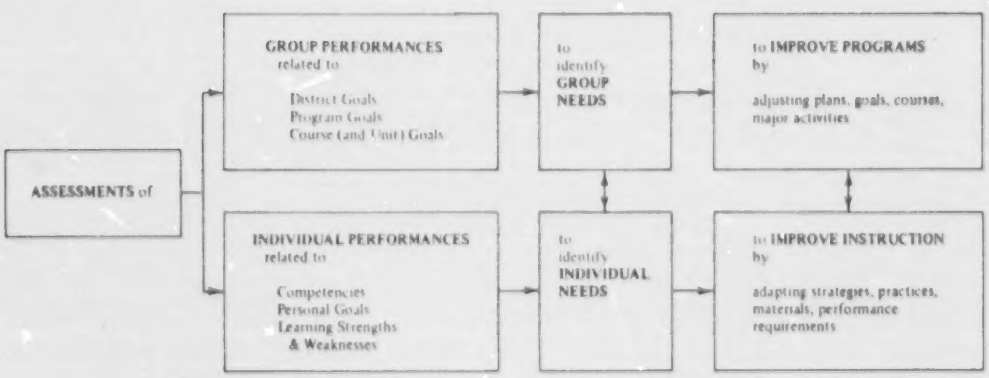
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



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Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Human Development & the Family*?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions.* (Salem: Oregon Department of Education, 1977).

data reportedly accurate
at time of publication

RESOURCES

Print

	Books & Articles for Students	*Address*
1	Axline, Virginia. *Dibs: In Search of Self*. New York: Ballantine Books, Inc, 1976. (paperback)	Ballantine Books, Inc 201 East 50th Street New York, NY 10022
2	Baker, Katherine R. and Xenia Fane. *Understanding and Guiding Young Children*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1975.	Prentice-Hall, Inc Route 9 West Englewood Cliffs, NJ 07632
3	Brisbane, Holly E. and Audrey Riker. *The Developing Child*. Peoria, IL: Charles A. Bennett Co, Inc, 1971.	Charles A. Bennett Co, Inc 809 West Detweiller Drive Peoria, IL 61614
4	Bry, Adelaide. *T.A. Primer: Transactional Analysis in Everyday Life*. New York: Harper and Row Publishers, Inc, 1973. (paperback)	Harper and Row Publishers, Inc 10 East 53rd Street New York, NY 10022
5	Draper, Henry E. and Mary Wanda Draper. *Studying Children: Observing and Participating*. Peoria, IL: Charles A. Bennett Co, Inc, 1977. (paperback)	(see 3)
6	Draper, Wanda and Henry E. Draper. *Caring for Children*. Peoria, IL: Charles A. Bennett Co, Inc, 1975.	(see 3)
7	Eshleman, J. Rossi. *The Family: An Introduction*. Boston, MA: Allyn and Bacon, Inc, 1974.	Allyn and Bacon, Inc 407 Atlantic Avenue Boston, MA 02210
8	Fane, Xenia F. *Child Care Careers*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977. (paperback)	(see 2)
9	Fleck, Henrietta and Louise Fernandez. *Exploring Family Life*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	(see 2)
10	Freed, Alvyn M. *T.A. for Tots (and Other Prinzes)*. Sacramento, CA: Jalmar Press, Inc, 1973. (paperback)	Jalmar Press, Inc 391 Munro Street Sacramento, CA 95825
11	Ginott, Haini. *Between Parent and Teenager*. New York: Avon Books, 1973. (paperback)	Avon Books 959 8th Avenue New York, NY 10019
12	Gibran, Kahlil. *The Prophet*. New York: Alfred A. Knopf, 1923. (paperback)	Alfred A. Knopf, Inc Subs. of Random House 201 East 50th Street New York, NY 10022
13	Harris, Thomas A. *I'm OK, You're OK: A Practical Guide to Transactional Analysis*. New York: Avon Books, 1976. (paperback)	(see 11)

Books & Articles for Students	*Address*
14 "How to Conquer Stress," *Family Circle Magazine*. January 1972, pp. not available.	*Family Circle Magazine* 488 Madison Avenue New York, NY 10022
15 Hunt, Morton. "Learning to Love," *Seventeen*. February 1976, pp. 87, 126-8.	*Seventeen* Triangle Publications, Inc 320 Park Avenue New York, NY 10022
16 Hurlock, Elizabeth. *Child Growth and Development*. New York: McGraw-Hill Book Co, 1970.	McGraw-Hill Book Co 1221 Avenue of the Americas New York, NY 10020
17 Killilea, Marie. *Karen*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1962. (Dell paperback available for grades 7-9; Noble paperback available for grades 10-12.)	Dell Publishing Co, Inc and Noble & Noble Publishers, Inc One Dag Hammarskjold Plaza 245 East 47th Street New York, NY 10017
18 Knox, David. *Marriage: Who, When, Why?* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1974. (paperback)	(see 2)
19 Lair, Jess. *I Ain't Much Baby–But I'm All I've Got*. New York: Fawcett World Library, 1976. (paperback)	Fawcett World Library 1515 Broadway New York, NY 10036
20 Landis, Judson T. and Mary G. Landis. *Building A Successful Marriage*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	(see 2)
21 Landis, Judson T. and Mary G. Landis. *Personal Adjustment, Marriage and Family Living*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1975.	(see 2)
22 Landis, Paul H. *Your Marriage and Family Living*. New York: McGraw-Hill Book Co, Inc, 1977.	(see 16)
23 Lund, Doris. *Eric*. New York: Dell Publishing Co, Inc, 1974.	(see 17)
24 Newman, Mildred and Bernard Berkowitz. *How to Be Your Own Best Friend*. New York: Random House, Inc, 1973.	Random House, Inc 201 E. 50th Street New York, NY 10022
25 Paolucci, Beatrice, Theodora Faiola, and Patricia Thompson. *Personal Perspectives: A Guide to Decision Making*. New York: McGraw-Hill Book Co, 1973.	(see 16)
26 Phillips, Paul and Franklin Cordell. *Am I Ok?* Niles, IL: Argus Communications, 1975. (paperback)	Argus Communications 7440 Natchez Avenue Niles, IL 60648
27 Piker, Audrey P. and Holly Brisbane. *Married Life*. Peoria, IL: Charles A. Bennett Co, Inc, 1976.	(see 3)
28 U.S. Department of Labor. *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office, 1977.	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402

Books & Articles for Students	*Address*
29 U.S. Department of Labor, Bureau of Labor Statistics. *Handbook of Labor Statistics*. Washington, DC: U.S. Government Printing Office. (current issue)	(see 28)
30 U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, DC: U.S. Government Printing Office, 1977.	(see 28)
31 Westlake, Helen. *Relationships: A Study in Human Behavior*. Lexington, MA: Ginn and Co, 1972.	Ginn and Co 191 Spring Street Lexington, MA 02173
32 Wexler, Susan. *The Story of Sandy*. New York: New American Library, 1971. (paperback)	New American Library 1301 Avenue of the Americas New York, NY 10019

Pamphlets	*Address*
33 *A Guide to Proper Nutrition*. Pittsburgh, PA: H.J. Heinz Co, 1975.	H.J. Heinz Co 1062 Progress Street Pittsburgh, PA 15230
34 *Are You His/Her Type?* White Plains, NY: March of Dimes – National Foundation, 1975. (no. 9-0006)	March of Dimes – National Foundation Box 2000 White Plains, NY 10602
35 *A Safer World for Babies and Toddlers*. New York: Johnson & Johnson, 1974.	Johnson & Johnson Instructional Materials Laboratories, Inc 18 East 41st Street New York, NY 10017
36 *A Setting for Growth*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Human Development, n.d. (no. 6)	(see 28)
37 *Baby's Eating and Sleeping Habits*. New York: Johnson & Johnson, 1972.	(see 35)
38 *Baby Care*. New York: Johnson & Johnson, n.d.	(see 35)
39 *Babysitter's Handbooklet for Emergency Action*. Boston, MA: National Fire Protection Association, 1972.	National Fire Protection Association 60 Batterymarch Street Boston, MA 02110
40 Baker, Katherine R. *Ideas That Work with Young Children*. Washington, DC: National Association for the Education of Young Children, n.d.	National Association for the Education of Young Children 1834 Connecticut Avenue, NW Washington, DC 20009
41 *Be Good to Your Baby Before It Is Born*. White Plains, NY: March of Dimes – National Foundation, 1975. (no. 9-0002) (Spanish language version no. 9-0119)	(see 34)
42 *Birth Defects: Questions and Answers*. White Plains, NY: March of Dimes – National Foundation, 1975. (no. 9-0007)	(see 34)
43 *Birth Defects: The Tragedy and the Hope*. White Plains, NY: March of Dimes – National Foundation, 1975. (no. 9-0026)	(see 34)

	Pamphlets	*Address*
44	Bryant, John E. *Helping Your Child Speak Correctly*. New York: Public Affairs Committee, 1970.	Public Affairs Committee 22 East 38th Street New York, NY 10016
45	*Buying Children's Clothing*. Corvallis, OR: OSU Cooperative Extension Service, 1971.	OSU Cooperative Extension Service Oregon State University Corvallis, OR 97331
46	*Caring for Your Baby*. Columbus, OH: Ross Laboratories, 1973.	Ross Laboratories 625 Cleveland Columbus, OH 43216
47	*Child's Play*. Cambridge, MA: Educational Development Center, Inc, n.d. (student and teacher editions available)	Educational Development Center, Inc 15 Mifflin Place Cambridge, MA 02138
48	*Conditions for Learning*. (No. 9 in *Caring for Children Series.*) Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, n.d.	(see 28)
49	*Confidential*. White Plains, NY: March of Dimes – National Foundation, 1975. (no. 9-0024) (Spanish language version no. 9-0025) (Written for men; emphasizes the importance of prenatal care)	(see 34)
50	*Cooley's Anemia and Birth Defects Prevention*. White Plains, NY: March of Dimes–National Foundation, 1975. (no. 9-0041)	(see 34)
51	*Facts About Breast Feeding*. Evansville, IN: Mead Johnson & Co, 1974.	Mead Johnson & Co 2400 West Pennsylvania Street Evansville, IN 47712
52	*Fast Facts About Sickle Cell Anemia*. White Plains, NY: March of Dimes–National Foundation, 1975. (no. 9-0001)	(see 34)
53	*Feeding Your Baby–Bottle Method*. Portland, OR: Oregon State Health Division, n.d.	Oregon State Health Division Maternal and Child Health Section 1400 SW 5th Street Portland, OR 97201
54	*Feeding Your Baby–Breast Method*. Portland, OR: Oregon State Health Division, n.d.	(see 53)
55	*Fire Safety Tips for the Babysitter*. Salem, OR: Office of the State Fire Marshal, n.d.	Office of the State Fire Marshal First Floor, Labor and Industries Building Salem, OR 97310
56	*Food Before Six*. Rosemont, IL: National Dairy Council, 1973.	National Dairy Council 6300 North River Road Rosemont, IL 60018
57	*Food for the Family with Young Children*. Washington, DC: U.S. Department of Agriculture, 1973. (Home and Garden Bulletin)	(see 28)
58	Frazier, Roberta C. *Children and Toys*. Corvallis, OR: OSU Cooperative Extension Service, 1972. (Circular No. 181)	(see 45)

Pamphlets	*Address*
59 *From I to We*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Human Development, n.d. (no. 8)	(see 28)
60 *Genetic Counseling*. White Plains, NY: March of Dimes–National Foundation, 1975. (no. 9-0022)	(see 34)
61 *Handbook of Child Safety*. Fremont, MI: Gerber Products Co, n.d.	Gerber Products Co 445 State Street Fremont, MI 49412
62 *Healthy Snacks*. Portland, OR: Oregon State Health Division, n.d.	Oregon State Health Division Health Education Section 1400 SW 5th Street Portland, OR 97201
63 *Helpful Guidance Techniques*. Corvallis, OR: OSU Cooperative Extension Service, n.d. (PNW Bulletin No. 64)	(see 45)
64 Hirsch, Elizabeth. *The Block Book*. Washington, DC: National Association for the Education of Young Children, n.d.	(see 40)
65 *Home Eye Test for Preschoolers*. New York: National Society for the Prevention of Blindness, Inc, 1975.	National Society for the Prevention of Blindness, Inc 79 Madison Avenue New York, NY 10016
66 *How to Choose Baby Clothes*. Fremont, MI: Gerber Products Co, 1973.	(see 61)
67 "Human Environments," *Forum* (Fall/Winter 1974), J.C. Penney Co, Inc	J.C. Penney Co, Inc Educational Relations 1301 Avenue of the Americas New York, NY 10019
68 *Infant Care*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1973.	(see 28)
69 *Infant Care When Traveling*. Evansville, IN: Mead Johnson & Co, 1971.	(see 51)
70 *Infant Nutrition*. Fremont, MI: Gerber Products Co, 1972.	(see 61)
71 "Is Society Meeting the Needs of the Family?" *Forum* (Spring/Summer 1974), J.C. Penney Co, Inc	(see 67)
72 *Keeping Baby Clean*. New York: Johnson & Johnson, 1972.	(see 35)
73 *Language is for Communication*. (No. 10 in *Caring for Children Series*.) Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, n.d.	(see 28)
74 *Look Out! It Burns!* Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, n.d.	(see 28)
75 *Meals for Mothers-to-Be*. Portland, OR: Oregon State Health Division, n.d.	(see 53)

Pamphlets	*Address*
76 *Mental Retardation: What Is It?* Syracuse, NY: New Readers Press, 1970.	New Readers Press 1112½ East Fayette Street Syracuse, NY 13210
77 *No Two Alike: Helping Children with Special Needs*. Cambridge, MA: Educational Development Center, Inc, n.d. (Student and teacher editions available)	(see 47)
78 *Nutri[illegible]nd Birth Defects Prevention*. White Plains, NY: March of D[illegible] National Foundation, 1975. (no. 9-0028)	(see 34)
79 *Parent Handbook for Parents of Children Who Learn in Different Ways*. Salem, OR: Oregon Department of Education, 1975.	Oregon Department of Education 942 Lancaster Drive NE Salem, OR 97310
80 *Planning for Free Living*. Seattle, WA: Feminist Northwest, n.d. (Curriculum materials for combatting sex role stereotyping in Home Economics, Family Living and Career Awareness courses)	Feminist Northwest 5038 Nicklas Place NE Seattle, WA 98105
81 *Playing Safe in Toyland*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, n.d.	(see 28)
82 *Pregnancy and Nutrition*. Berkeley, CA: Society for Nutrition Education, n.d.	Society for Nutrition Education 2140 Shattuck Avenue Suite 1110 Berkeley, CA 94701
83 *Prenatal Care*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1973.	(see 28)
84 *Protecting Baby from Diaper Rash*. Cincinnati, OH: Procter and Gamble, 1972.	Procter and Gamble 301 East Sixth Street Cincinnati, OH 45202
85 *Protecting Infants and Toddlers from Accidents*. Cincinnati, OH: Proctor and Gamble, 1972.	(see 84)
86 *Protecting Infants and Toddlers from Being Poisoned*. Cincinnati, OH: Procter and Gamble, 1972.	(see 84)
87 *Raising a Family Alone*. Cambridge, MA: Educational Development Center, Inc, n.d.	(see 47)
88 *Ranking of Problems Related to Retirement Adjustment*. Washington, DC: American Association of Retired Persons, n.d.	American Association of Retired Persons 1909 K Street NW Washington, DC 20049
89 *Ring-A-Ring-O-Roses*. Flint, MI: Flint Board of Education, 1974.	Flint Board of Education 923 East Kearsley Flint, MI 48503
90 *Rules Governing Standards for Day Care Facilities in Oregon*. Salem OR: Children's Services Division, Department of Human Resources, 1975.	Children's Services Division Department of Human Resources Public Service Building Salem, OR 97310
91 [illegible]*ting Safely*. Fremont, MI: Gerber Products Co, 1970.	(see 61)

	Pamphlets	*Address*
92	*Sitting Safety for Babysitters*. New York: Metropolitan Life Insurance Co, 1970.	Metropolitan Life Insurance Co 1 Madison Avenue New York, NY 10010
93	Straatman, Marcelle. *Marriage, Enrichment, Love*. Corvallis, OR: OSU Cooperative Extension Service, 1976.	(see 45)
94	*The Child With Minimal Brain Dysfunction*. Rockville, MD: American Occupational Therapy Foundation, Inc, 1974.	American Occupational Therapy Foundation, Inc 6000 Executive Boulevard Rockville, MD 20852
95	*The Epileptic Child in School*. Portland, OR: Epilepsy League of Oregon, Inc, n.d.	Epilepsy League of Oregon, Inc 718 West Burnside Street Portland, OR 97209
96	"The Future as Transition," *Forum* (Fall/Winter 1975), J.C. Penney Co, Inc	(see 67)
97	*The Idea Box*. Washington, DC: National Association for the Education of Young Children, n.d.	(see 40)
98	*The Phenomena of Early Development*. Columbus, OH: Ross Laboratories, 1974.	(see 46)
99	*The Scrap Book: A Collection of Activities for Preschoolers*. Ann Arbor, MI: Friends of Perry Nursery School, 1972.	Perry Nursery School 1541 Westenaw Avenue Ann Arbor, MI 48104
100	*Tay-Sachs Disease and Birth Defects Prevention*. White Plains, NY: March of Dimes–National Foundation, 1975. (no 9-0100)	(see 34)
101	*Travel Time: 9 Months*. White Plains, NY: March of Dimes–National Foundation, 1975. (no. 9-0016) (Spanish language version no. 9-0015)	(see 34)
102	*Unprescribed Drugs and Birth Defects Prevention*. White Plains, NY: March of Dimes–National Foundation, 1975. (no. 9-0029)	(see 34)
103	*Ways Children Learn*. (No. 1 in *Caring for Children Series*.) Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Child Development, n.d.	(see 28)
104	*We Want You to Know About Preventing Childhood Poisonings*. Rockville, MD: U.S. Department of Health, Education, and Welfare, Public Health Service, n.d. (no. [HEW] 75-7001)	U.S. Department of Health, Education, and Welfare Public Health Service Food and Drug Administration 5600 Fishers Lane Rockville, MD 20857
105	*What About Discipline?* Cambridge, MA: Educational Development Center, Inc, 1975.	(see 47)
106	*When Baby Is Ill*. New York: Johnson & Johnson, n.d.	(see 3.)

Kits & Games	*Address*
107 *A Good Pregnancy Diet*. Cincinnati, OH: Procter and Gamble, 1974. (Poster)	(see 84)
108 *Awareness: Insight Into People*. New York: J.C. Penney Co, Inc, 1970.	(see 67)
109 *Baby Care Kit: It Hurts When They Cry*. Washington, DC: U.S. Consumer Product Safety Commission, n.d.	U.S. Consumer Product Safety Commission Washington, DC 20207
110 *Baby's Mental Growth*. Cincinnati, OH: Procter and Gamble, n.d. (Poster)	(see 84)
111 *Baby's Prenatal Growth*. Cincinnati, OH: Procter and Gamble, n.d. (Poster)	(see 84)
112 *Baby's Social and Emotional Growth*. Cincinnati, OH: Procter and Gamble, n.d. (Poster)	(see 84)
113 *Becoming: A Course in Human Relationships*. Philadelphia, PA: J.B. Lippincott Co, 1975.	J.B. Lippincott Co Educational Publishing Division East Washington Square Philadelphia, PA 19105
114 *Career Development: Education for Living*. New York: J.C. Penney Co, Inc, 1974.	(see 67)
115 *Divorce in the U.S.* (Sociological resources for Social Studies–*Episodes in Social Inquiry Series*.) Boston, MA: Allyn and Bacon, Inc, 1972. (Paperback study unit with guide and worksheets)	(see 7)
116 *Ethnic Heritage: A Living Mosaic*. New York: J.C. Penney Co, Inc, 1973.	(see 67)
117 *Exploring Childhood*. Educational Development Center, Inc, 1975. (Three module sets of booklets, posters, filmstrips, records, teacher guides)	(see 47)
118 *Family Form and Social Setting*. (Sociological resources for Social Studies–*Episodes in Social Inquiry Series*.) Boston, MA: Allyn and Bacon, Inc, 1971.	(see 7)
119 *General Aptitude Test Battery*. Orders for tests and all accessories must be cleared through a State Employment Service Office. Test booklets and manuals distributed by the U.S. Government Printing Office.	(see 28)
120 *Good Food for the Health of the Mother and Baby During Pregnancy*. White Plains, NY: March of Dimes–National Foundation, 1975. (Poster no. 9-004)	(see 34)
121 *Little Ideas Workshop*. Portland, OR: Oregon Dairy Council, n.d.	Oregon Dairy Council 0[illegible]3 SW Hamilton Portland, OR 97201
122 *Protect Mommies from German Measles*. White Plains, NY: March of Dimes–National Foundation, 1975. (Poster no. 9-0020)	(see 34)

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Kits & Games	*Address*
123 *Roles of Modern Women*. (Sociological resources for Social Studies–*Episodes in Social Inquiry Series*) Boston, MA: Allyn and Bacon, Inc, 1972. (Paperback study unit with guide and worksheets)	(see 7)
124 *Steps in Baby's Physical Maturation and Motor Control*. Cincinnati, OH: Procter and Gamble, n.d. (Poster)	(see 84)
125 *The Home: An Environment for Human Growth*. New York: J.C. Penney Co, Inc, n.d.	(see 67)
126 Young, David and Paul DeKock. *Cycle: An Interaction Unit Introducing the Stages of the Human Life Cycle*. Lakeside, CA: Interact Co, 1973. (Simulation based on Erickson's life cycle)	Interact Co PO Box 262 Lakeside, CA 92040 or Social Studies School Service 10000 Culver Blvd, Dept 98 Culver City, CA 90230

Magazines	*Address*
127 *Akwasasne Notes*	*Akwasasne Notes* Mohawk Nation Rooseveltown, NY 13683
128 *Co-Ed*	*Co-Ed* Home Economics Division Scholastic Book Services Division of Scholastic Magazine 50 West 44th Street New York, NY 10036
129 *Daedalus*	American Academy of Arts and Sciences Harvard University 7 Linden Street Cambridge, MA 02138
130 *Del Sol Grito*	*Del Sol Grito* 2150 Shattuck Avenue Berkeley, CA 94704
131 *East-West, The Chinese American Journal*	*East-West, The Chinese American Journal* 838 Grant Avenue, Suite 307 San Francisco, CA 94108
132 *Ebony*	*Ebony* 1820 South Michigan Avenue Chicago, IL 60616
133 *Ebony Jr.*	(see 4)
134 *Integrated Education*	Northwestern University 2003 Sheridan Road Evanston, IL 60201

	Magazines	*Address*
135	*Negro History Bulletin*	Association for the Study of Negro Life and History, Inc 1401 14th Street NW Washington, DC 20005
136	*Phylon: Review of Race and Culture*	*Phylon: Review of Race and Culture* Atlanta University Atlanta, GA 30314
137	*The Crisis, Official Organ of the National Association for the Advancement of Colored People*	Crisis Publishing Company, Inc 1970 Broadway New York, NY 10019
138	*Wassaja*	American Indian Historical Society 1451 Masonic Avenue San Francisco, CA 94117

	Books and Articles for Teachers	*Address*
139	"Alternate Life Styles: An Individual's Choice," *Journal of Home Economics*. Oct 1972, pp. 4-9.	*Journal of Home Economics* American Home Economics Association 2010 Massachusetts Avenue NW Washington, DC 20036
140	Apgar, Virginia, and Joan Beck. *Is My Baby All Right?* New York: Pocket Books, Inc, 1974.	Pocket Books, Inc Div. of Simon & Schuster, Inc 1230 Avenue of the Americas New York, NY 10020
141	Azrin, Nathan M. and Richard M. Fox. *Toilet Training in Less Than a Day*. New York: Simon and Schuster, Inc, 1974.	Simon and Schuster, Inc 1230 Avenue of the Americas New York, NY 10020
142	Babcock, Dorothy E. and Terry Keepers. *Raising Kids O.K.* New York: Avon Books, 1977.	(see 11)
143	Bach, George R. and Peter Wyden. *The Intimate Enemy: How to Fight Fair in Love and Marriage*. Caldwell, NJ: William Morrow and Co, Inc, 1969.	William Morrow and Co, Inc Wilmor Warehouse 6 Henderson Drive West Caldwell, NJ 07006
144	Bach, George R. and Ronald M. Deutsch. *Pairing*. New York: Avon Books, 1975.	(see 11)
145	Berne, Erich. *Games People Play*. New York: Ballantine Books, Inc, 1976. (paperback)	(see 1)
146	Bing, Elizabeth. *Six Practical Lessons for an Easier Childbirth*. New York: Bantam Books, 1977.	Bantam Books 666 Fifth Avenue New York, NY 10019
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149	Briggs, Dorothy C. *Your Child's Self-Esteem: The Key to Life*. New York: Doubleday and Co, Inc. 1975. (paperback)	Doubleday and Co, Inc 245 Park Avenue New York, NY 10017
150	Bronfenbrenner, Urie. *Two Worlds of Childhood, U.S. and USSR*. New York: Touchstone Books, 1976. (paperback)	(see 141)
151	Broom, Leonard and Philip Selznick. *Sociology, A Text with Adapted Readings*. New York: Harper and Row Publishers, Inc, 1973.	(see 4)
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153	Burns, Sylvia. "Children's Art: A Vehicle for Learning." *Young Children*. Mar 1975, pp. 193-204.	(see 40)
154	Cahoon, Owen W. *A Teacher's Guide to Cognitive Tasks for Preschool*. Provo, UT: Brigham Young University Press, 1974. (paperback)	Brigham Young University Press 218 University Press Building Provo, UT 84602
155	Cartwright, Sally. "Blocks and Learning," *Young Children*. Mar 1974, pp. 145-6.	(see 40)
156	Cherry, Clare. *Creative Art for the Developing Child: A Teacher's Handbook for Early Childhood Education*. Belmont, CA: Fearon Publishers, Inc, 1971. (paperback)	Fearon Publishers, Inc 6 Davis Drive Belmont, CA 94002
157	Cherry, Clare. *Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians*. Belmont, CA: Fearon Publishers, Inc, 1971. (paperback)	(see 156)
158	*Child Care Occupations Handbook*. Salem, OR: Oregon Department of Education, 1975.	(see 79)
159	Christopherson, Edward R. *Little People: Guidelines for Common Sense Child Rearing*. Lawrena, Kansas: H & H Enterprises, 1977.	H & H Enterprises PO Box 1070 Lawrena, KA 66044
160	Churaman, Charlotte V. "Family Financial Counseling Home Economists at Work: A Roundup of Experiences," *Journal of Home Economics*. Jan 1977, pp. 15-21.	(see 139)
161	Clark, Matt. "Troubled Children: The Quest for Help," *Newsweek*. Apr 8, 1974, pp. 52-58.	Newsweek, Inc 444 Madison Avenue New York, NY 10022
162	Cohen, Dorothy H. "Television and the Perception of Reality," *The National Elementary Principal*. Jan 1977, pp. 22-29.	*The National Elementary Principal* National Association of Elementary School Principals 1801 N Moore Street Arlington, VA 22209
163	Cole, Haas, Bushnell, and Weinberger. *I Saw a Purple Cow and 100 Other Recipes for Learning: An Activity Book for Mothers and Teachers of Children from 1-6 Years Old*. Boston, MA: Little Brown & Co, 1972. (paperback)	Little Brown & Co 34 Beacon Street Boston, MA 02114

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165	Constantakos, Chrysie M. "The Family and Aging," *Journal of Home Economics*. Sept 1977, pp. 24-25.	(see 139)
166	Croft, Doreen J. and Robert D. Hess. *Activities Handbook for Teachers of Young Children*. Boston, MA: Houghton-Mifflin Co, 1975. (paperback)	Houghton-Mifflin Co 2 Park Street Boston, MA 02107
167	Davis, Reba J. and Cynthia Theiss. "Letters from Your Unborn Baby," *Illinois Teacher*. Nov-Dec 1970, pp. 51-82.	*Illinois Teacher* 351 Education Building University of Illinois Urbana, IL 61801
168	de la Garza, Rudolph, Z. Anthony Kruszewski and Thomas Arciniega. *Chicanos and Native Americans: The Territorial Minorities*. Englewood Cliffs, NJ: Prentice-Hall Inc, 1973.	(see 2)
169	Dodson, Fitzhugh. *How to Father*. Plainsville, NY: New American Library, 1975. (paperback)	(see 32)
170	Dodson, Fitzhugh. *How to Parent*. Plainsville, NY: New American Library, 1973.	(see 32)
171	Dreikers, Rudolf and Loren Grey. *Parent's Guide to Child Discipline*. New York: Hawthorn Books, Inc, 1970.	Hawthorn Books, Inc 260 Madison Avenue New York, NY 10016
172	Dreikers, Rudolf and Vicki Soltz. *Children: The Challenge*. New York: Hawthorn Books, Inc, 1976. (paperback)	(see 171)
173	Durrett, Browne, and Edwards. "Observing Children by Using a Computer," *Journal of Home Economics*. Sept 1974, pp. 20-22.	(see 139)
174	East, Marjorie. "Family Life By the Year 2000," *Journal of Home Economics*. Jan 1970, pp. 13-18.	(see 139)
175	Eggleston, Patricia J. and Mary Knox Weir. "Water Play for Preschoolers," *Young Children*. Nov 1975, pp. 5-11.	(see 40)
176	Erlich, Paul R. ed. *The Population Bomb*. Westminster, MD: Ballantine Books, Inc, 1976. (paperback)	(see 1)
177	Fast, Julius. *Body Language*. New York: Pocket Books, Inc, 1975. (paperback)	(see 140)
178	Feingold, Ben F. *Why Your Child Is Hyperactive*. Westminister, MD: Bookworks, 1974.	Bookworks Distributed by Random House 457 Hahn Road Westminister, MD 21157
179	Ferguson, Gloria E. "Junior High Students Learn About Children," *Journal of Home Economics*. Mar 1974, pp. 24-25.	(see 139)
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181	Ginott, Haim A. *Between Parent and Child*. New York: Avon Books, 1973. (paperback)	(see 11)
182	Gordon, Ira. "Parenting, Teaching and Child Development," *Young Children*. Mar 1976, pp. 173-83.	(see 40)
183	Gordon, Thomas. *PET: Parent Effectiveness Training. The Tested New Way to Raise Responsible Children*. New York: New American Library, 1975.	(see 32)
184	Greenfield, Josh. "A Child Called Noah," *Life*. Oct 23, 1970, pp. 60-72.	*Life* Time, Inc 541 Fairbanks Court Chicago, IL 60611
185	Guttmacher, Alan F. *Pregnancy, Birth, and Family Planning*. New York: New American Library, 1973.	(see 32)
186	Hall, Brian. *Value Clarification as a Learning Process: A Sourcebook for Educators*. Ramsey, NJ: Paulist Press, 1974. (paperback)	Paulist Press 545 Island Road Ramsey, NJ 07447
187	Havighurst, Robert J. "Understanding the Elderly and the Aging Process," *Journal of Home Economics*. Apr 1974, pp. 17-20.	(see 139)
188	Heltsley, Mary E. "Coping—The Aged in Small Town U.S.A.," *Journal of Home Economics*. Sept 1976, pp. 46-50.	(see 139)
189	Hendrick, Joanne. *Whole Child—New Trends in Early Childhood Education*. St. Louis, MO: C.U. Mosby Co, 1975.	C.U. Mosby Co 11830 Westline Industrial Drive St. Louis, MO 63141
190	Hess, Robert D. and Doreen Croft. *Teachers of Young Children*. New York: Houghton-Mifflin Publishing Co, 1975. (paperback)	(see 166)
191	Hildebrand, Verna and Beatrice Paolucci. "Management and Decision-Making in the Nursery School," *Journal of Home Economics*. Apr 1974, pp. 9-13.	(see 139)
192	House, Gail. "Divorced Women—How They Fare Financially," *Journal of Home Economics*. Nov 1976, pp. 36-38.	(see 139)
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194	Johnson, Anne D. "Teaching Population Education to Home Economics Students," *Journal of Home Economics*. Nov 1974, pp. 10-13.	(see 139)
195	Kaye, Evelyn. *Family Guide to Children's Television: What to Watch, What to Miss, What to Change and How to Do It*. New York: Random House, Inc, 1974. (paperback)	(see 24)
196	Kelley, Eleanor, et al. "How to Help Your Students Be Successful in Job Hunting," *Journal of Home Economics*. Nov 1976, pp. 32-35.	(see 139)

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197	Klemer, Richard M. and Rebecca M. Smith. *Teaching About Family Relationships*. Minneapolis, MN: Burgess Publishing Co, 1975. (paperback)	Burgess Publishing Co 7108 Ohms Lane Minneapolis, MN 55435
198	Konopka, Gisila. "Social Change and Human Values," *Journal of Home Economics*. Sept 1974, pp. 12-14.	(see 139)
199	Krantzler, Mel. *Creative Divorce: A New Opportunity for Personal Growth*. New York: M. Evans and Co, Inc, 1973.	M. Evans and Co, Inc 216 East 49th Street New York, NY 10017
200	Kubler-Ross, Elisabeth, ed. *Death, The Final Stage of Growth*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1975. (paperback)	(see 2)
201	Lake, Alice. "Childbirth in America," *McCall's*. Jan 1976, pp. not available.	McCall's Publishing Co 230 Park Avenue New York, NY 10017
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205	Leslie, Gerald R. *Family in Social Context*. New York: Oxford University Press, Inc, 1976.	Oxford University Press, Inc 200 Madison Avenue New York, NY 10016
206	Lind, Robert. "Jobs for Family Life Majors," *Journal of Home Economics*. Jan 1976, pp. 26-28.	(see 139)
207	Ludwig, Edward and James Santibanez. *The Chicanos*. Baltimore, MD: Penguin Books, 1971.	Penguin Books Inc 625 Madison Avenue New York, NY 10022
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210	Maynard, Fredelle. *Guiding Your Child to a More Creative Life*. Garden City, NY: Doubleday and Co, 1973.	(see 149)
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215	Morrison, Bonnie Maas and Peter Gladhart. "Energy and Families: The Crisis and the Response," *Journal of Home Economics*. Jan 1976, pp. 15-18.	(see 139)
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217	Patterson, Gerald R. *Families: Applications of Social Learning to Family Life*. Champaign, IL: Research Press, 1975. (paperback)	Research Press Box 3177 Champaign, IL 61820
218	Pfeiffer, J. Williams and John E. Jones, eds. *A Handbook of Structured Experiences for Human Relations Training*. San Diego, CA: University Associates, 1973-4. (6 volumes)	University Associates PO Box 80637 San Diego, CA 92138
219	Read, Katherine H. *Nursery School: Human Relationships and Learning*. Philadelphia, PA: W.B. Saunders Co, 1976.	W.B. Saunders Co 218 W Washington Square Philadelphia, PA 19105
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222	Rokeach, Milton. *The Nature of Human Values*. New York: The Free Press, 1973.	The Free Press 866 Third Avenue New York, NY 10022
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224	Sage, Wayne. "Violence in the Children's Room," *Human Behavior*. July 1975, pp. not available.	*Human Behavior* Manson Western Corporation 12031 Wilshire Blvd. Los Angeles, CA 90025
225	Satir, Virginia. *Peoplemaking*. Palo Alto, CA: Science and Behavior Books, Inc, 1975. (paperback)	Science and Behavior Books, Inc PO Box 11457 Palo Alto, CA 94306
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240	Taylor, Barbara J. *A Child Goes Forth: A Curriculum Guide for Preschool Children*. Provo, UT: Brigham Young University Press, 1975.	(see 154)
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242	"The Child Safety Game and How to Play It," *FORECAST for Home Economics*. Dec 1970, pp. F 20, 28-29.	*FORECAST for Home Economics* 50 West 44th Street New York, NY 10036
243	Valett, Robert E. *Self-Actualization*. Niles, IL: Argus Communications, 1974. (paperback)	(see 26)
244	Van Camp, Sarah and Andrea Grimes. "Drop-in Child Care," *Journal of Home Economics*. Sept 1977, pp. 11-13.	(see 139)
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247 Westerberg, Lorraine. "Child Development Laboratory: A Preview of Parenting," *Journal of Home Economics*. Feb 1974, pp. 25-27.	(see 139)
248 Wilson, Louise. *This Stranger, My Son: A Mother's Story*. New York: G.P. Putnam's and Sons, 1968.	G.P. Putnam's and Sons 200 Madison Avenue New York, NY 10016
249 Winn, Marie. *The Plug-In-Drug*. New York: Viking Press, Inc, 1977.	Viking Press, Inc 625 Madison Avenue New York, NY 10022
250 Yamamoto, Kaoru. *The Child and His Image: Self-Concept in the Early Years*. Boston: Houghton-Mifflin Co, 1972. (paperback)	(see 166)

Nonprint

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251 *A Day in the Life of Bonnie Consolo*. Arthur Barr Productions, c, 17 min, 1974.	(a) Arthur Barr Productions 3490 East Foothill Boulevard Pasadena, CA 91107 or (b) ODCE Film Library PO Box 1491 1633 SW Park Avenue Portland, OR 97207
252 *Adapting to Parenthood*. Polymorph Films, Inc, c, 20 min, n.d.	Polymorph Films, Inc 331 Newbury Street Boston, MA 02115
253 *Aging*. CRM Productions, c, 22 min, 1973.	CRM Productions 9263 West Third Street Beverly Hills, CA 90210
254 *All in the Game*. Educational Development Center, Inc, n.d. (from *Exploring Childhood* Module Program)	(see 47)
255 *Anybody's Child*. Association for Children with Learning Disabilities, n.d.	Association for Children with Learning Disabilities 1609 SW 12th Portland, OR 97201
256 *Are You the One?* Brigham Young University, c, 24 min, 1970.	Brigham Young University Educational Media Service 290 Harold R. Clark Building Provo, UT 84602
257 *Blueprint for Life*. March of Dimes–National Foundation, c, 14 min, n.d.	(see 34)
258 *Changes*. Oregon Easter Seal Society, c, 40 min, 1970.	Oregon Easter Seal Society 4343 SW Corbett Portland, OR 97201

	Films	*Address*
259	*Child Abuse: Cradle of Violence*. Mitchell Gebhardt Film Co, c, 20 min, n.d.	Mitchell Gebhardt Film Co 1380 Bush Street San Francisco, CA 94109
260	*Childbirth*. Polymorph Films, Inc, c, 17 min, n.d.	(see 252)
261	*Child's Play and the Real World*. McGraw-Hill Textfilms, c, 18 min, 1974.	McGraw-Hill Textfilms 1221 Avenue of the Americas New York, NY 10020 (or see 251 b)
262	*Cipher in the Snow*. Brigham Young University, c, 24 min, 1974.	(see 256 or 251 b)
263	*Clay Play*. Educational Development Center, Inc, n.d. (from *Exploring Childhood* Module Program)	(see 47)
264	*Decision*. March of Dimes–National Foundation, c, 8 min, n.d.	(see 34)
265	*Diagnosis Before Birth*. March of Dimes–National Foundation, c, 8 min, n.d.	(see 34)
266	*Free to Be You and Me*. McGraw-Hill Textfilms, c, 42 min, 1974.	(see 261 or 251 b)
267	*Future Shock*. McGraw-Hill Textfilms, c, 42 min, 1972.	(see 261 or 251 b)
268	*Gentle Birth*. Polymorph Films, Inc, c, 15 min, 1977.	(see 252)
269	*Getting Married*. Bailey Film Associates, c, 16 min, n.d.	Bailey Film Associates Educational Media 2211 Michigan Avenue PO Box 1795 Santa Monica, CA 90406
270	*Going Steady*. Sterling Educational Films, Inc, c, 11 min, 1970.	Sterling Educational Films, Inc 241 East 34th Street New York, NY 10016
271	*Human Heredity*. The E.C. Brown Foundation, c, 20 min, 1969.	The E.C. Brown Foundation Lindsay Building 710 SW Second Avenue Portland, OR 97204
272	*It Has Nothing to Do with You*. CRM Productions, c, 14 min, 1974.	(see 253)
273	*Jamie–The Story of a Sibling*. March of Dimes–National Foundation, c, 6½ min, n.d.	(see 34)
274	*Johnny Lingo*. Brigham Young University, c, 24 min, 1969.	(see 256 or 251 b)
275	*Keep on Walking*. March of Dimes–National Foundation, c, 8 min, n.d.	(see 34)
276	*Leo Beuerman*. Centron Educational Films, c, 13 min, n.d.	Centron Educational Films 1621 West 9th Street Lawrence, KS 66044
277	*Little Marty*. March of Dimes–National Foundation, c, 5 min, n.d.	(see 34)

	Films	*Address*
278	*Marriage*. The E.C. Brown Foundation, c, 17 min, 1971.	(see 271 or 251 b)
279	*Married Lives Today*. Bailey Film Associates, c, 19 min, n.d.	(see 269)
280	*Mental Retardation–The Hopeless*. Oxford Films, Inc, c, 25 min, 1971.	Oxford Films, Inc 1136 North Las Palmas Avenue Hollywood, CA 90038
281	*More Than a Place to Go*. Mitchell Gebhardt Film Co, c, 20 min, n.d.	(see 259)
282	*Nine Months to Get Ready*. Oregon State Health Division, c, 25 min, n.d.	Oregon State Health Division Film Library – Ph. 229-5876 1400 SW 5th Street Portland, OR 97201
283	*Not Together Now: End of a Marriage*. Polymorph Films, Inc, c, 25 min, 1975.	(see 252)
284	*Painting Time*. Educational Development Center, Inc, n.d. (from *Exploring Childhood* Module Program)	(see 47)
285	*Paula*. March of Dimes–National Foundation, c, 6½ min, n.d.	(see 34)
286	*Peege*. Phoenix Films, c, 28 min, 1973.	Phoenix Films 470 Park Avenue South New York, NY 10016
287	*Preface to Life*. Oregon State Health Division, n.d.	(see 282)
288	*Rock-A-Bye-Baby*. Time-Life Films, Inc, c, 29 min, 1971.	Time-Life Films, Inc 43 West 16th Street New York, NY 10011
289	*Sara Has Down's Syndrome*. Educational Development Center, Inc, n.d. (from *Exploring Childhood* Module Program)	(see 47)
290	*Self-Esteem*. Bailey Film Associates, c, 18 min, 1972. (one of a series of five titled *Guidance for the Seventies Series)*	(see 269)
291	*Self-Incorporated*. Association for Instructional Television, c, 15 programs, 15 min each. (for 11 to 13 year olds)	KOAC TV Videotape Film Library Covell Hall Oregon State University Corvallis, OR 97331
292	*Stop Rubella*. National Medical AV Center, c, 13½ min, n.d.	(see 282)
293	*Talking About Breast Feeding*. Polymorph Films, Inc, c, 17 min, n.d.	(see 252)
294	*The Case Against Rubella*. March of Dimes–National Foundation, c, 14 min, n.d.	(see 34)
295	*Then One Year*. Churchill Films, c, 19 min, 1972.	Churchill Films 662 North Robertson Boulevard Los Angeles, CA 90069
296	*The Only Kid on the Block*. March of Dimes–National Foundation, c, 15 min, n.d.	(see 34)

	Films	*Address*
297	*The Story of Eric*. Centre Films, c, 34 min, 1972. (available from local Childbirth Education Associations)	Centre Films 1103 El Centro Avenue Hollywood, CA 90038
298	*To Have a Healthy Baby*. Oregon State Health Division, n.d.	(see 282)
299	*War of the Eggs*. Paulist Productions, c, 27 min, 1971.	Paulist Productions PO Box 1057 Pacific Palisades, CA 90272
300	*Water Tricks*. Educational Development Center, Inc, n.d.	(see 47)
301	*What Color is the Wind?* Allen Grant Productions, n.d.	Allen Grant Productions 808 Lockearn Street Los Angeles, CA 90049
302	*When Parents Grow Old*. Learning Corporation of America, c, 16 min, 1972.	Learning Corporation of America 1350 Sixth Avenue New York, NY 10019 (or see 252 b)
303	*Young Children of the Kibbutz*. Educational Development Center, Inc, n.d. (from *Exploring Childhood* Module Program)	(see 47)

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304	*Adolescence to Adulthood: Rites of Passage*. Sunburst Communications, 1974.	Sunburst Communications Room 6 41 Washington Avenue Pleasantville, NY 10570
305	*American Man: Tradition and Change*. Butterick Publishing Co, 1976.	Butterick Publishing Co PO Box 1945 Altoona, PA 16603
306	*American Woman: New Opportunities*. Butterick Publishing Co, 1976.	(see 305)
307	*Beginning to Date*. Guidance Associates, n.d. (Grades 7-8)	Guidance Associates 757 Third Avenue New York, NY 10017
308	*Birth*. (One of a four-part series titled *Parenthood: A Series*.) Guidance Associates, n.d.	(see 307)
309	*Brothers, Sisters, Feelings, and You*. Guidance Associates, n.d. (Grades 7-8)	(see 307)
310	*Careers in Child Care and Youth Guidance*. Butterick Publishing Co, 1976.	(see 305)
311	*Child Care and Development*. McGraw-Hill Textfilms, 1973.	(see 262)
312	*Children in Crisis Series: Child Abuse and Neglect*. Parents' Magazine Films, Inc, n.d. (One part of four: *Death*, *Illness*, *Divorce*, and *Separation*.)	Parents' Magazine Films, Inc 52 Vanderbilt Avenue New York, NY 10017

Filmstrips	*Address*
313 *Children*. (One part of a four-part series titled *Understanding Parenthood*.) Parents' Magazine Films, Inc, n.d.	(see 312)
314 *Clothing: The Visible Self*. Butterick Publishing Co, 1975. (Program IV in Independent Living Series.)	(see 305)
315 *Dealing with Stress*. Human Relations Media, n.d.	Human Relations Media 343 Manville Road Pleasantville, NY 10570
316 *Death and Dying: Closing the Circle*. Guidance Associates, 1976.	(see 307)
317 *Emotional and Social Development*. (One of a seven-part series titled *Human Development: First 2½ Years*.) Concept Media, n.d.	Concept Media 1500 Adams Avenue Costa Mesa, CA 92626
318 *Everyday Problems of Young Children*. Parents' Magazine Films, Inc, 1974.	(see 312)
319 *Feeding Your Young Children*. Oregon Dairy Council, n.d.	(see 122)
320 *Food and Nutrition*. (One of a four-part series titled *Child Development and Child Health*.) Parents' Magazine Films, Inc, n.d.	(see 312)
321 *From Generation to Generation: Genetic Counseling*. March of Dimes–National Foundation, 1975.	(see 34)
322 *Gramp: A Man Ages and Dies*. Sunburst Communications, 1976.	(see 304)
323 *Health and Safety*. (One of a four-part series: *Child Development and Child Health*.) Parents' Magazine Films, Inc, n.d.	(see 312)
324 *Health and Safety: Keeping Fit*. (Program V in *Independent Living* Series.) Butterick Publishing Co, 1976.	(see 305)
325 *Housing and Home Furnishings: Your Personal Environment*. (Program I in *Independent Living* Series.) Butterick Publishing Co, n.d.	(see 305)
326 *How an Average Child Behaves–From Birth to Age Five*. (One of a four-part series titled *Growth and Development in Children*.) Parents' Magazine Films, Inc, n.d.	(see 312)
327 *How Would You Like to Be Old?* Guidance Associates, n.d.	(see 307)
328 *I Am Lovable and Capable*. Argus Communications, 1973.	(see 26)
329 *Infant Care and Development*. McGraw-Hill Textfilms, 1971.	(see 262)
330 *Inside My Mom*. March of Dimes–National Foundation, n.d.	(see 34)
331 *I See Hope–The Importance of Emotional and Social Development*. (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc, 1977.	(see 312)
332 *I See Love–Parent-Child Relationships*. (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc, 1977.	(see 312)

	Filmstrips	*Address*
333	*I See Smiles, I See Frowns–Expressing Emotions*. (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc, 1977.	(see 312)
334	*I See Strength–Building Self-Confidence*. (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc, 1977.	(see 312)
335	*Julie*. Puget Sound March of Dimes, n.d.	Puget Sound March of Dimes 230 Securities Building Seattle, WA 98101
336	*Language Development*. (One of a seven-part series titled *Human Development–The First 2½ Years*.) Concept Media, n.d.	(see 317)
337	*Life Before Birth*. Time-Life Films, Inc, 1972.	(see 288)
338	*Lifestyles: Options for Living*. (Program VI in *Independent Living* Series.) Butterick Publishing Co, n.d.	(see 306)
339	*Living with Dying*. Sunburst Communications, 1973.	(see 304)
340	*Love and Identity*. (One of a four-part series titled *Child Development and Child Health*.) Parents' Magazine Films, Inc, n.d.	(see 312)
341	*Marriage from Romance Magazine to Reality*. (6 parts) Eyegate Media, n.d.	Eyegate Media 146-01 Archer Avenue Jamaica, NY 11435
342	*Masculinity and Femininity*. Guidance Associates, n.d.	(see 307)
343	*Matthew*. Puget Sound March of Dimes, n.d.	(see 335)
344	*On Your Own*. (2 Parts; "*How to Select an Apartment*," "*How to Select a Doctor or a Dentist*") Franklin Clay Films, 1973.	Franklin Clay Films PO Box 2036-R Costa Mesa, CA 92626
345	*Parenthood: Myths and Realities*. Guidance Associates, n.d.	(see 307)
346	*Parenting*. Butterick Publishing Co, n.d.	(see 305)
347	*People Who Help Others*. Guidance Associates, n.d. (Grades 5-9)	(see 307)
348	*Personal Finance: You and Your Money*. Butterick Publishing Co, n.d.	(see 305)
349	*Personality: Roles You Play*. Sunburst Communications, 1974.	(see 304)
350	*Physical Growth and Motor Development*. (One part of a seven-part series titled *Human Development–The First 2½ Years*.) Concept Media, n.d.	(see 317)
351	*Play: Learning Medium for Preschool Children*. J.C. Penney Co, Inc, n.d.	(see 67)
352	*Play and Self Expression*. (One of a four-part series titled *Child Development and Child Health*.) Parents' Magazine Films, Inc, n.d.	(see 312)

	Filmstrips	*Address*
353	*Pregnancy*. (One of a four-part series titled *Parenthood—A Series*.) Guidance Associates, n.d.	(see 307)
354	*Pregnancy, Birth, and the Newborn*. (One of a seven-part series titled *Human Development—First 2½ Years*.) Concept Media, n.d.	(see 318)
355	*Prenatal Care: Preparation for Parenthood*. Parents' Magazine Films, Inc, n.d.	(see 312)
356	*Preparation for Parenthood*. Sunburst Communications, 1975.	(see 304)
357	*Preparing for An Interview*. J.C. Penney Co, Inc, 1974.	(see 67)
358	*Preparing the Child for Learning*. (One of a four-part series titled *Understanding Early Childhood—Ages 1-6*.) Parents' Magazine Films, Inc, 1973.	(see 312)
359	*Preparing to Give Birth*. (One of a four-part series titled *Parenthood—A Series*.) Guidance Associates, n.d.	(see 307)
360	*Sickle Cell: An Inherited Disease*. March of Dimes—National Foundation, 1975.	(see 34)
361	*Spanish Dancer*. Puget Sound March of Dimes, 1975.	(see 335)
362	*The Child's Point of View*. (One of a four-part series titled *Understanding Early Childhood—Ages, 1-6*.) Parents' Magazine Films, Inc, 1973.	(see 312)
363	*The Development of Feelings in Children*. (One of a four-part series titled *Understanding Early Childhood—Ages 1-6*.) Parents' Magazine Films, Inc, 1973.	(see 312)
364	*The Family in Transition*. Butterick Publishing Co, n.d.	(see 305)
365	*The Future of the Family*. Guidance Associates, n.d.	(see 307)
366	*The Miracle of Birth*. Warren Scholoat Productions, Inc, 1970.	Warren Scholoat Productions, Inc 150 White Plains Road Tarrytown, NY 10591
367	*Understanding Human Reproduction*. Guidance Associates, n.d.	(see 307)
368	*Understanding Your Parents*. Guidance Associates, n.d. (Grades 9-12)	(see 307)
369	*What About Marriage?* Sunburst Communications, 1973.	(see 304)
370	*What are Parents for, Anyway?* Guidance Associates, n.d. (Grades 7-8)	(see 307)
371	*What Is Marriage?* Guidance Associates, n.d.	(see 307)
372	*What You Should Know Before You Go to Work*. Guidance Associates, n.d.	(see 307)
373	*Why Am I Afraid to Tell You Who I Am?* Argus Communications, n.d.	(see 26)

Filmstrips	*Address*
374 *Your Personality: The You Others Know*. Guidance Associates, n.d. (Grades 8-10)	(see 307)

Tapes & Slides	*Address*
375 *Am I Worthwhile? Identity and Self Image*. The Center for the Humanities, Inc, 1974. (Slides with records or cassettes.)	The Center for the Humanities, Inc Two Holland Avenue White Plains, NY 10603
376 *Are You Listening?* New York: J.C. Penney Co, Inc, 1971. (Tape)	(see 67)
377 *How to Live with Your Parents and Survive*. The Center for the Humanities, Inc, 1976. (Slides with records or cassettes.)	(see 375)
378 *How We Become Ourselves–The Shaping of Personality*. The Center for the Humanities, Inc, 1976. (Slides with records or cassettes.)	(see 375)
379 *Problems in Human Relations: Resolving Personal Conflicts*. The Center for the Humanities, Inc, 1976. (Slides with records or cassettes.)	(see 375)
380 *Self-Fulfillment: Becoming the Person You Want to Be*. The Center for the Humanities, Inc, 1976. (Slides with records or cassettes.)	(see 375)